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# SCHOOL and COMMUNITY



For the Welfare of Missouri's Children  
Vote NO on Amendment 5.

September, 1942  
Volume XXVIII Number 6

# Directory of Missouri State Teachers Association

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# SCHOOL and COMMUNITY

Official Organ of the Missouri State Teachers Association

INKS FRANKLIN

Editor

EVERETT KEITH

Executive Secretary

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1942

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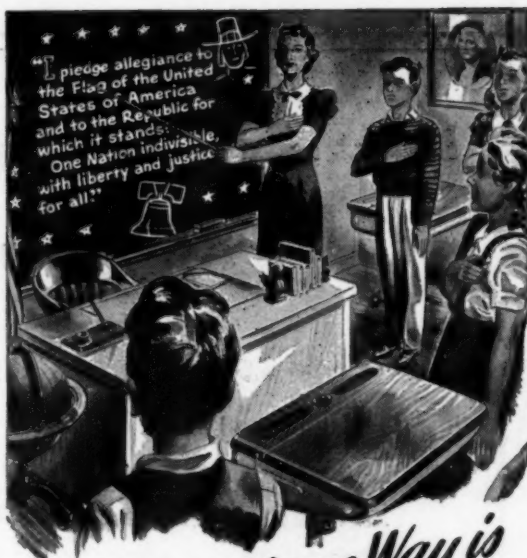
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# A MESSAGE...

*from* OUR ASSOCIATION PRESIDENT

E. A. ELLIOTT

**I**N A WAR-TORN WORLD education should help us to keep an even sensible outlook on life and do intelligently the things that are necessary to preserve ourselves, our posterity, and the American way of life.

The question that is uppermost in the minds of every teacher is, "What Can We Do To Help?" Every day, every hour, we hear news of Axis victories, and the news intensifies our desire to grasp a machine gun and mow down the enemy. We realize increasingly the necessity of fighting for our very existence and of course this intensifies our desire to do something. We want to have a part in saving our way of life, and in making the fruits of victory properly materialize.

As a part of the entire nation we are faced with the practical problem of utilizing our energies where they will count most in the total war effort. May I point out to you that teachers have a definite place in the first line of offense and defense, and that the importance of our work at this time can not be over-emphasized. Without loss of time, we must take a long-time view of our position and ask ourselves where we can be of most service.

We, as teachers, have a part to play in developing a creative morale for war. Even though we hate war, we must assist in every way possible to carry it through to a glorious victory and we must still carry on the ideals of human decency, moral idealism, and democratic hope in our teaching. We, as teachers, have the task of teaching friends and foe how to live together in decent human respect for each other and for each other's differences, after the clouds of war have rolled away and peace at last comes to a weary world.

The Declaration of Rights end with the words, "Awake! Arise! Or Be Forever Fallen." These words ring true today when

*See President's Message Page 250*

# Amendment No. 1—The St. Louis County School Amendment

IT IS THE HOPE of the citizens of St. Louis County and the school people working with them, that each teacher and school administrator in Missouri will give active support to Amendment No. 1, the St. Louis County School Amendment.

St. Louis County, is primarily, a residential area. The population, at the present time, is variously estimated from 350,000 to 380,000 people. Among them are 67,372 children of school age. There are few commercial or industrial establishments of consequence in the County. Business districts are confined to local shopping areas. The business, commercial and industrial wealth behind families living in St. Louis County is, therefore, in the main, inside St. Louis City, and not available to taxation for the support of institutions in St. Louis County, such as public schools.

For somewhat more than twenty-five years, most of the high school districts in St. Louis County have found it impossible to operate on the basis of the dollar levy on each one hundred dollars of assessed valuation for Teachers and Incidental Purposes, as provided in the Constitution of Missouri, which was written in 1875. It has been impossible to operate on this dollar levy because, as indicated above, the only direct source of support has been tax moneys derived from residence property. The situation is further complicated, at the present time, by the influx of defense workers to St. Louis County. Their children are to be educated in the schools of St. Louis County, but again, in the main, whatever wealth is behind each of these families is left in the communities from which they come.

All high school districts in the County have, for years, voted the limit for Teacher and Incidental Purposes, and, in addition, most of them have supplemented their income by voting a building fund levy. The building fund levy came under serious attack about two years ago in the University City School System. The Board of Education and County Officials were enjoined

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By SUPT. WILLARD E. GOSLIN  
*Organization Chairman*  
Webster Groves

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from placing the building fund tax on the tax books, and the Supreme Court of the State of Missouri upheld the injunction. University City School District, therefore, lost the entire revenue which they had formerly received from the building fund levy. As a consequence, they were obliged to shorten their school term, reduce their faculty by some thirty or forty teachers, reduce salaries, eliminate free textbooks and supplies, and forego adequate care of their buildings, and, in numerous other ways, curtail and cripple their educational program.

There is now grave doubt about tax levies in a number of the other districts in St. Louis County. As a matter of fact, several of the larger utilities have already refused to pay significant portions of their school taxes to other districts in the county. It is clear that the deterioration of the financing of the public schools of St. Louis County is under way with several districts facing the distinct possibility of being reduced to half-day sessions, or like retrenchments.

It became evident, early after the development of the University City case, that if such a complete collapse of public education in St. Louis County were to be averted, that some basic solution had to be introduced into the picture in order that the citizens of this County could continue to support their school program.

As a consequence, interested citizens took the problem to the Legislature. After some discussion of the situation as it exists in St. Louis County, and related problems throughout the state, the Legislature proposed Amendment No. 1, the St. Louis County School Amendment. The Amendment had the unanimous support of the Members of the Senate, and failed by only one vote to have the unanimous support

of the Members of the House.

The Amendment will appear on the Constitutional Ballot at the General Election on November 3, as Amendment No. 1. Contrary to the usual character of amendments, Amendment No. 1 is an exceedingly short, simple, and direct statement. It merely provides that, on the basis of a two-thirds majority, the citizens of any high school district in St. Louis County may levy an additional dollar, or any fraction thereof, above the dollar for Teacher and Incidental Purposes, for the general operation of schools. The Amendment applies only to St. Louis County.

To say it another way, it is merely an enabling act and levies no taxes, but if passed, does make it possible, as stated above, for the citizens of a high school district in St. Louis County, on the basis of a two-thirds vote, to levy up to two dollars on each one hundred dollars of assessed valuation for the support of their schools. That is exactly what they have been doing for approximately twenty-five years. In other words, the citizens of the school districts of St. Louis County are merely asking the voters of the entire State of Missouri to give them permission to continue to spend their own money to educate their own children. It cannot possibly affect any county or any school system outside of St. Louis County. It has nothing whatever to do with the distribution of state school moneys. It is in no way related to any other amendment on the ballot.

The citizens of St. Louis County who are attempting to promote Amendment No. 1 by calling it to the attention of the voters of the state, have been greatly encouraged by the favorable reactions which they have received thus far.

We have received the most helpful co-operation from the officers and staff of the Missouri State Teachers Association, the County and City Superintendents of Schools in the State of Missouri, the Missouri Congress of Parents and Teachers, the Missouri State Association of School Board Members, American Association of University Women (Missouri Branch), Business and Professional Women's Club, and many other groups connected with the schools of this state.

In addition, Amendment No. 1 is being supported by such organizations throughout the state, as Chambers of Commerce, the Missouri Federation of Women's Clubs, Missouri League of Women Voters, Service Clubs, Central Trade and Labor Union of the St. Louis area, and numerous others. In St. Louis County, where the Amendment is being sponsored actively by the St. Louis County Citizens' School Committee, literally hundreds of leading citizens of this County are members of the sponsoring Committee. Some forty prominent citizens of the State at Large make up the Campaign Advisory Committee.

Amendment No. 1 is being supported by such groups in St. Louis County as the Real Estate Board, Church Groups, Parent Teacher Associations, Mothers' Clubs, Service Groups, Women's Organizations, City Officials, and others. The same kind of co-operation has been accorded the Amendment by organized groups in St. Louis City. The press throughout the state has been most understanding and helpful in its attitude.

The most significant group that is available to help pass Amendment No. 1, is the teachers of the State of Missouri. The citizens of St. Louis County, and those of us who are actively working on the promotion of Amendment No. 1, are in hopes that each teacher in the state will be enough interested in the educational welfare of 67,000 children in St. Louis County, enough interested in the community welfare of 350,000, or more, citizens in St. Louis County, and enough interested in the professional welfare of the 1600 school teachers in this County, to be willing to actively support Amendment No. 1, the St. Louis County School Amendment at the General Election, November 3, 1942.

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#### ENROLLMENTS

Cardwell was the first high school district to enroll 100% for the present school year. Bragg City was second. Early payment of membership dues is advantageous.

#### READING CIRCLE SALES

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# Federal Aid for Education in 1942\*

## How To Get It

THE UNITED STATES is committed to an all-out effort to win the war. We are spending billions of dollars on our army and navy in its preparation, its transport to the far corners of the globe, and its operations.

Here at home the Federal Government is asking for the conservation of rubber, gasoline, tires, scrap iron, and other materials. These are vital, but human resources are more vital. If it is important to find every scrap of metal and rubber and put it into the most effective use for the war effort, it is vastly more important for all our human resources—children or adults—to be developed so that they can contribute fully to the war effort. It is high time the Federal Government spends a few million dollars a year in helping the states to develop the manpower and the womanpower which is vital in winning the war and the peace to follow.

Enemy dictators have been smart enough to develop every single human resource. That is why they have succeeded so well thus far. Our democracy can do no less if it expects to survive in the desperate struggle for its existence.

But it is doing less. One adult in every seven in the United States over 25 years of age has less than a fourth-grade education, according to the census for 1940. They are functionally illiterate. By May, 1942 the Army had rejected 150,000 selectees—fifteen divisions of men who were physically acceptable—because they did not have a fourth-grade education and could not fill the role of the modern soldier. At the same time, hundreds of thousands of our young men who are mentally fit have been rejected because they are physically unfit.

We shall have continuing generations of illiterates and physically unfit who will migrate to all corners of the land just so long as we leave vast numbers of growing children and youths without educational and health opportunities.

The assistance of the Federal Govern-

\*Prepared for the Federal Aid to Education Committee for the State of Missouri.

By WILLARD E. GIVENS

*Executive Secretary*

*National Education Association*

ment is the only way to correct this situation. The need for general federal aid for education in states and sections which are unable to support an adequate school system for all the people is amply documented.

The United States Senate Committee on Education and Labor held hearings on S. 1313 last spring. During the summer it was approved by the Committee and placed on the Senate Calendar. Unified effort and vigorous action will assure passage of the Bill in the Senate.

The major problem, as in previous sessions, is to get the measure thru the House. We must elect to the Congress of the United States in November 1942 individuals who are committed to the support of this measure. Teachers in every Congressional district, every county, community, and precinct, must work to convince the candidate that federal aid legislation is needed now and that thru his help it can be obtained.

People outside a given Congressional district have little influence on a candidate. Voters in that district have the power. Teachers of Missouri: now—before the election—is the time to insure the passage of this legislation. It can't be done from your state capital or from Washington. Be a leader or help the leaders in your district and home town.

Round up the votes in favor of candidates who will back this bill in 1942. Then vote yourself. Work. Work now. Work until election day. Work then. That is the only way to obtain federal aid in 1942. If it is not passed by the end of 1942 this Bill, along with all other unfinished legislation, goes out of existence and the entire process in both Senate and House must be started over again.

Federal aid is needed now. It can be ob-

SCHOOL AND COMMUNITY



tained now. Let's insure its passage now by electing a Congress favorable to it.

Here are some of the reasons in a nutshell for federal aid to education:

1. Our country needs to develop every human resource to its fullest potential strength.

2. Aside from national wellbeing, every child regardless of the place or the status of his birth deserves as an American citizen an educational opportunity according to his capacity and his needs.

3. It is the concern of every state and section that every child in every other state and section shall be educated. In modern life the mobility of population means that those with the least schooling are the most migratory. They become liabilities rather than assets to the states and communities to which they go. Illiterates revealed by census and army records are by no means all in the poor states. Vast numbers have taken up residence in the wealthier states. Neglect one part of the nation and the entire nation is hurt. Help the handicapped states and the whole nation is helped. Isolationism has been found a bad policy between nations. Within a nation it is equally bad.

4. The current expenditure per pupil in Mississippi for 1939-40 was only \$24 per pupil enrolled or less than one-fifth of the amount spent per pupil in the highest state and less than one-third the amount spent in the nation as a whole.

5. Low expenditures for schools mean low salaries for teachers. In 1939-40 the average salary in Mississippi was only \$559. Six states paid less than \$800. These states cannot stem the flow of teachers to higher paid jobs in industry.

6. Some states have a far heavier educational load than others. In 1940, for example, South Carolina had 589 children, 5 to 17 years of age, for each 1000 adults, age 20 to 64. California had only 277 children of school age for each 1000 adults.

7. The states vary widely as to ability to pay for schools. In 1940 the average income per adult was \$379 in Mississippi as compared to \$1509 in the state with the highest income.

8. It is not possible for the poor states, from their own resources, to provide a reasonable educational program for all their

youth. Wealth must be taxed where it is to educate children where they are.

Here in brief are the provisions of S. 1313: (1) The proposed fund of \$300,000,000 is to be distributed for the equalization of educational opportunities in public elementary and secondary schools; (2) the money is to be distributed to needy states upon the basis of their inability to support an adequate educational program from their own funds; and (3) the money is to be used only for educational agencies and institutions under public control.

If the \$300,000,000 appropriation is voted Missouri would receive \$8,761,500. This allotment would mean \$10.78 for each Missouri child 5 to 17 years of age.

Do your part to help secure federal aid for education now and then if you need more material write to the National Education Association, Washington, D. C.

## IMPORTANT EVENTS

### SEPTEMBER

- 28 War Recreation Congress, Cincinnati, Ohio, September 28 to October 2, 1942.

### OCTOBER

- 2 Secondary School Principals Eighth Annual Conference, Columbia, October 2-3, 1942.  
15 Northeast Missouri District Teachers Association Meeting, Kirksville, October 15-16.  
15 Central Missouri District Teachers Association Meeting, Warrensburg, October 15-16.  
15 Northwest Missouri District Teachers Meeting, Maryville, October 15-16.  
22 South Central Missouri District Teachers Association Meeting, Rolla, October 22-23, 1942.  
22 Southeast Missouri District Teachers Association Meeting, Cape Girardeau, October 22-23.  
23 Federation of Student Councils of Central States, Annual Meeting, Hickman High School, Columbia, October 23-24, 1942.  
28 Southwest Missouri District Teachers Association Meeting, Springfield, October 28, 29, 30.

### DECEMBER

- 2 Missouri State Teachers Association annual convention, Kansas City, December 2-5, 1942.  
28 National Business Teachers Association 45th Annual Convention, Statler Hotel, Detroit, Michigan, December 28-30, 1942.

### FEBRUARY

- 27 American Association of School Administrators, St. Louis, February 27 to March 4, 1943.

# America's Schools at War—A Program

**T**HIS YEAR THE SCHOOLS of America will have an opportunity to tell the full extent of their wartime service through the nationwide SCHOOLS AT WAR Program being launched late this month.

This SCHOOLS AT WAR Program is sponsored by the War Savings Staff of the Treasury Department in cooperation with the U. S. Office of Education and its War-time Commission.

A handbook describing the SCHOOLS AT WAR PROGRAM will soon be distributed in printed form to the teachers of Missouri. The handbook will be distributed by the State Department of Education or through members of the state and local education committees of the War Savings Staff.

Missouri's Education Committee on the Sale of War Bonds and Stamps is composed of the following members:

Dean Theo. W. H. Irion, School of Education, University of Missouri, Columbia; President Walter Ryle, Northeast Missouri State Teachers College, Kirksville; President Thomas W. Bibb, Missouri Valley College, Marshall; John C. Fridl, S. J., Rockhurst College, Kansas City; Dr. Homer W. Anderson, Superintendent of Schools, St. Louis; Aaron C. Hailey, Superintendent of Schools, Mountain Grove; Dr. Herold C. Hunt, Superintendent of Schools, Kansas City; E. T. Miller, Superintendent of Schools, Hannibal; George Haden, County Superintendent of Schools, New London; Aubrey Powers, County Superintendent of Schools, Hillsboro; The Reverend John J. Murphy, 3142 Broadway, Kansas City; The Reverend J. P. Murray, 2709 Clara, St. Louis; H. P. Bade, Superintendent of Lutheran Schools, 3730 Illinois, St. Louis; Leonard Discher, Principal, Lutheran School, Jefferson City; President Harlie L. Smith, William Woods College, Fulton; President J. C. Miller, Christian College, Columbia; L. B. Hoy, Superintendent of Schools, Gideon; Lloyd W. King, Chairman, State Superintendent of Schools, Jefferson City.

Through local and state exhibits of all SCHOOLS AT WAR activities and demon-

strations, the entire nation will see the splendid work of the teachers and students of America. Through a tremendous national exhibit—AMERICA'S SCHOOLS AT WAR—the outstanding displays and reports from schools throughout the nation will be brought together.

To every school which enlists in the SCHOOLS AT WAR Program—and reports a well-rounded schedule of wartime activities—will be presented a special Certificate of Service signed by the Secretary of the Treasury. To each state, in recognition of the part its schools play in the national war effort, will be awarded a "Liberty Brick"—an original brick from historic Independence Hall mounted in an electrically lighted glass case before a colored bas-relief of Independence Hall. These Liberty Bricks, worn by more than two centuries of service to the nation, were re-



Independence Hall, Philadelphia, Pennsylvania, scene of the meeting of the Continental Congress, the signing of the Declaration of Independence and framing and signing of the Constitution for the United States.

moved for replacement during recent repairs to Independence Hall.

To show its progress in the SCHOOLS AT WAR campaign, each SCHOOL AT WAR is asked to make a report on its program of work in a 16-page scrapbook to be provided by the Treasury Department. Here, through clippings, posters, photos, stories, written reports, and actual samples of student work, a school may give a bird's-eye view of its wartime program. Scrapbooks are to be completed by January 7 and then displayed at the local, state, and national exhibits.

There is a special reason for setting January 7 as the deadline for school reports. On January 6th, the eyes of the world will be focused on the figure of the President of the United States as he makes his annual "report on the state of the union." On the following day the schools will make their united report to a nation, made alert to its needs and its powers. On that day, Jan-

uary 7, the schools through their scrapbooks, will be able to show their eagerness to *save, serve, conserve*, and to carry out the orders of their Commander-in-Chief.

Then, too, the local SCHOOLS AT WAR Exhibits will begin. In remote country schoolhouses and in the most modern city schools these exhibits will display dramatic evidence of the vast school army, helping on the home front. From local community exhibits the best material will be sent on to the state and national exhibits. Hence, every school, regardless of size, will have the chance to contribute to the final tremendous exhibition of AMERICA'S SCHOOLS AT WAR.

The success of the local exhibit will rest finally with the teachers and students. They are the ones who will create, assemble, arrange, label, and publicize the various activities so that the whole school war program takes reality and meaning for the general public. These SCHOOLS AT WAR Exhibits can become powerful stimuli to greater community wartime activities. Many a citizen will stop to reconsider the value of his own services when he sees the actual evidence of how the small services of even a first grade child can have a tremendous value when combined with hundreds of others.

If they tell their stories vividly enough, these SCHOOLS AT WAR Exhibits can help to strengthen, unify, and motivate the morale of each community—can put to work its will to win. They will include varied programs of music, pageantry, activity demonstrations, student club work, and, if possible, parades, illustrating what military equipment and war materials have been paid for by the student purchase of War Savings Bonds and Stamps. The great national exhibit AMERICA'S SCHOOLS AT WAR will be enlivened by daily programs of entertainment by persons of national prominence, school children, and military bands.

The whole SCHOOLS AT WAR Program is planned about these three great commands issued to the civilian army fighting on the home front: *Save! Serve! Conserve!* They are really parts of one great military order and when it is understood that they are inseparable, the whole na-



In the Declaration Chamber of Independence Hall, Sergeant Bill Hazzard, U. S. Marine Corps, shows some of the original bricks removed during recent repairs to Independence Hall. These Liberty Bricks will be awarded to the school children of each state for their wartime activities.



tional program will become more meaningful.

*Save!* That is the first order of the day. In our schools, that order means that students should learn the value of things in their relation to each other; the history and significance of those pennies, nickels, and dimes which they often handle so thoughtlessly and carelessly; the cost of weapons, food, clothing, and medical supplies for our men stationed around the world; the meaning of inflation and its dreaded effect upon any people; the meaning of investment, security, bond. In short, the command "Save!" means to learn not only why it is patriotic but why it is intelligent to save money and invest it in War Bonds and Stamps. The person who obeys this command will buy nothing he does not absolutely need. He will buy stamps and bonds to the limit of his ability. And he will know why he is doing these things.

Schools may help in interpreting this command to save by using the classroom to study and discuss these huge problems, by using school programs and exhibits to create further interest, by giving publicity to the school's progress in enlisting the cooperation of every single person, and finally by encouraging thrift as a course of wisdom as well as patriotism.

*Serve!* That is the second order of the day and one that can be carried out in a thousand ways. The student who buys enough stamps to pay for a Marine's First Aid kit is serving. He will know that his dimes have bought the tourniquet and iodine that may save a man's life on some remote island in the Pacific. Or that student may take a Red Cross First Aid course and so be ready to serve in case of accident in his own community. Home nursing, school hygiene, nutrition classes, making surgical dressings, knitting, sewing, helping with civilian defense activities in the community, working on farms, gardens, making airplane models, repairing furniture and rugs, keeping the children of busy mothers—these are just some of the chances for school students to serve. A school which can show that its students are carrying out this command will be an outstanding SCHOOL AT WAR.

*Conserve!* The third great military order strikes every person in the vast school divi-

sion of our civilian army, for everyone can fulfill it constantly. By repairing old clothes and wearing them instead of discarding them, students will have money to save for stamps and bonds. And they will be relinquishing materials for our armies. Small as they are, even pins, paper and lollipops require raw materials needed for helmets, bullets, and chemicals. To use them sparingly is to contribute to the national supply of available materials. If a child learns that conserving tires and gasoline, pencils and paper, last year's coat and galoshes—are all parts of our war effort, then his school has taught him his place in the great civilian army of America. If he learns that turning off the unused electric lights, and turning in his old toothpaste tube are highly patriotic and intelligent acts of national importance, then he is a real soldier on the home front.

By saving, serving, conserving, and by learning why these habits are wise and patriotic, our students will be training today for their responsibilities as citizens of the United States and the United Nations. Schools which are enthusiastically and intelligently participating in the SCHOOLS AT WAR Program will then be prepared to say to the world: "We are ready—ready for war, ready for victory, ready for peace!"

#### STATE AID

The amount of state school money to be paid to the public schools of Missouri for the first half of the 1942-43 school year was announced August 15, by Lloyd W. King, state superintendent of schools. The sum of \$7,775,576.96 was distributed to approximately 8650 school districts as the first payment on the 1942-43 school apportionment. This amounts to 53.52 per cent of the total apportionment of \$14,367,576. The total apportionment is approximately seven hundred thousand dollars less than the amount apportioned to the public schools for the 1941-42 school year. The per cent of the August payment is twelve per cent more than the 41.92 per cent paid to the schools in August of 1941.

Of the total amount paid to the schools on August 15, approximately \$2,060,552 was paid to rural-school districts; \$5,578,221, to high-school districts; and \$136,803, for orphans, defectives, opportunity rooms, and school-building aid. Of the \$7,775,576 paid to rural- and high-school districts on the regular school program approximately \$1,199,269 is for the tuition of non-resident high-school pupils, and \$994,711 for transportation of resident and non-resident elementary- and high-school pupils in high-school districts.



## E. M. Carter Memorial Award

MISS MARIAN FICKAS of Moberly, Missouri is the second person to receive the E. M. Carter Memorial Award. This Award of \$100.00 was established by the Executive Committee of the Missouri State Teachers Association on October 12, 1940 and is to serve as a reminder of the contributions to public education made by E. M. Carter during his life, twenty-five years of which was in the service of the MSTA as its Executive Secretary.

Miss Fickas received this cash award at the graduation exercises held at the University of Missouri last June.

This Award of the organized teaching profession of the State is made to recognize past demonstrated teaching ability, advanced and superior preparation for the profession, and high promise of professional success in the future.

The recipient is selected by vote of the Faculty of Education of the University with the following standards set for eligibility:

First. The person designated must be a classroom teacher, either in the elementary or the high school.

Second. The recipient must be a student who is completing his or her first year of graduate work.

Third. The student must be enrolled in the Graduate Department of Education during the regular school year in which the Award is made. It is the idea that the student should be sufficiently interested in the fifth year of training to give up teaching for a year to secure this training.

Fourth. The recipient of the Award must have successful teaching experience in Missouri and will presumably do further teaching in schools of Missouri.

Fifth. The students considered shall have very respectable scholarship records and shall have demonstrated the qualifications which indicate unusual promise for personal and professional success.

Miss Fickas was born in Moberly, and is a graduate of the public schools of that city including the Junior College. She taught in the local schools for several years, her first experience being a first grade teacher at the South Park School. This year she is teaching in the Webster Groves public



MISS MARIAN FICKAS

schools.\*

From the University of Missouri she has earned the Bachelor of Science and Master of Arts degrees. While working on her Master's degree she served as graduate assistant to the Primary Supervisor in the Laboratory Schools.

Among the things that Miss Fickas likes to do are: teaching school, designing clothes, and writing stories. Some of the things that she does not like are boiled mutton, noodles, teachers who say they hate teaching and yet continue to teach, soiled gloves, and cruelty in any form.

She feels that she has no hobbies unless keeping house and cooking could be called such for a school teacher.

In writing about receiving the Award Miss Fickas states "I have a feeling that it is going to prove a lion's skin to me as a classroom teacher. It is something so fine that I shall spend a lifetime growing to fit its vast proportions."

# Reading for Children

**H**E WHO ASSUMES responsibility for guidance of children's reading finds himself faced with a huge task. On the one hand an abundance of material from which to choose but on the other hand, because of this large amount of material the real need of developing in himself and in children a keen discriminating ability that enables the one making the choice of material to so choose that the material fits needs involved in various school activities and also contributes definitely to the growth of each individual involved and actually enriches daily living.

Not only is there the responsibility for this development of ability for keen discrimination in choice of materials for reasons given above but from the negative viewpoint so much is printed that is questionable or actually harmful to the individual that children must have guidance that they may learn to discard wisely. What—in all of this reading material is worthy of the individual giving himself to? A third responsibility each teacher has, as well as parents and community, is to see that in this world of abundance of material, a rich reading program is available to all children.

This involves wise spending of school money so that a fair allocation goes for library books. For many teachers it involves participation in a county library plan, in arousing interest in parents and children in buying worthwhile books for home libraries, and a willingness to share these with others, in borrowing books from other libraries, in exchanging books with other schools and in raising additional funds for books through Parent Teacher's Association or any one of numerous other ways teachers have used to raise money. The responsibility for each of us is to use whatever means necessary to see that good books are available to children.

Your Reading Circle Board with the State Department of Education, under the guidance and with the assistance of the Secretary of your Association and the others of his office have spent a lot of time and thought in choosing the books that are listed on your Pupils Reading Circle list.

By MABEL MOBERLY  
State Teachers College  
Springfield

Chairman Reading Circle Board

Each book selected has been carefully examined, read, and evaluated by a member of the committee. The office staff of the Association has spent much time in keying books to the new Courses of Study that they may serve you better. Each book has been carefully selected and listed to aid you in a better choice of library books. Instead of hunting through many possible sources you are able to make one order fill your needs by ordering through your State Teachers Association. Whenever possible, it is best for you to examine the book yourself before you buy. You may do this by visiting the Teachers Building in Columbia where the books are beautifully displayed and courteous people are there to help you. If you are nearer a Teacher's College the books may be examined there or you may talk with other teachers about the books. Whenever possible allow the children to help in this choice of library books.

Your State Courses of Study does not list books for each activity as heretofore. They are listed in your Pupils Reading Circle Order Blank and you will find they are keyed to your State Courses of Study so that you will find it convenient to locate books to fit each activity. Don't fail to see the list of new books pages 3 to 6 of your order blank also the list of favorites on pages 23 to 27.

Let your Teachers Association help you to build up an excellent library for your school. In a democracy such as ours, in a land of plenty such as we live in, we must be sure that this richness of materials reaches each child. Order through your Missouri State Teachers Association, Columbia, Missouri. Also, please help your Reading Circle Board and in turn yourselves by sending in recommendations that the Association may serve you better in this respect.

## 100% COUNTIES FOR YEAR ENDING JUNE 30, 1942

Listed below are the names of the counties having 100% of their teachers enrolled in the MSTA for the year ending June, 1942.

County	County Superintendent
1. Adair .....	Marion S. Schott
2. Atchison .....	Miss Blanche Templeton
3. Audrain .....	J. Howard Maxwell
4. Barton .....	Elgin Dermott
5. Boone .....	Noah Heller
6. Buchanan .....	Leonard Jones
7. Butler .....	Otto Aldrich
8. Callaway .....	B. W. Freiburger
9. Camden .....	Charles Schrimsher, Jr.
10. Cass .....	Miss May Bowlin
11. Cedar .....	Bernard Mitchell
12. Clark .....	Richard Mileham
13. Clinton .....	Miss Straussie Gall
14. Cooper .....	Gordon Renfrow
15. Crawford .....	J. H. Brand
16. Daviess .....	Ernest McNitt
17. DeKalb .....	H. C. Holt
18. Douglas .....	C. H. Hibbard
19. Franklin .....	O. E. Burke
20. Grundy .....	Hugh K. Graham
21. Henry .....	Miss Kathryn Spangler
22. Holt .....	G. Frank Smith
23. Iron .....	Ed Berry
24. Jasper .....	Mrs. Bertha H. Reed
25. Johnson .....	Mrs. Gladys Magee
26. Knox .....	Mrs. Anna L. Swartz
27. Lafayette .....	W. H. Guenther
28. Lewis .....	Mrs. Merle T. Bradshaw
29. Lincoln .....	Mrs. Harry Sanders
30. Linn .....	J. E. Fuhrman
31. McDonald .....	T. Alton Carnell
32. Madison .....	Luther King
33. Miller .....	C. D. Snodgrass
34. Mississippi .....	J. Abner Beck
35. Moniteau .....	J. P. Kay
36. Montgomery .....	W. F. Hupe
37. Morgan .....	Lee T. Sims
38. Newton .....	Roy Scantlin
39. Nodaway .....	William H. Burr
40. Oregon .....	Roy S. Dunsmore
41. Perry .....	Mrs. Ora Nelson Guth
42. Platte .....	J. E. Herndon
43. Polk .....	Mrs. Marvin Hopkins
44. Pulaski .....	A. Cal Thomson
45. Ralls .....	George H. Haden
46. Ripley .....	Hermann L. Hering
47. Ste. Genevieve .....	Hilary J. Carron
48. St. Louis .....	R. G. Russell
49. Scotland .....	Josee Powell
50. Shannon .....	A. N. Bunch
51. Stone .....	Raymond Patterson
52. Taney .....	Ernest Redfern
53. Webster .....	Oscar Carter
54. Wright .....	Mrs. Essa Findley

The names of forty-seven additional counties having 90 to 99.4 per cent of their teachers enrolled are as follows:

County	County Superintendent
1. Barry .....	Earle E. Stubblefield
2. Bates .....	Mrs. Laura Spitler
3. Bollinger .....	Ora Tallent
4. Caldwell .....	Earle S. Teegarden
5. Cape Girardeau .....	O. C. Kiehne
6. Carroll .....	J. A. Burnside
7. Carter .....	Earl C. Kearbey
8. Chariton .....	J. C. Lynch
9. Christian .....	Charles F. Boyd
10. Cole .....	Roger V. Smith
11. Dallas .....	Miss Anna Stearns
12. Gasconade .....	Arthur G. Jackson
13. Gentry .....	Delmas Liggett
14. Greene .....	L. H. Coward
15. Hickory .....	John Owen
16. Howard .....	Omer Foley
17. Howell .....	Kenneth Ogle
18. Jackson .....	Homer M. Clements
19. Jefferson .....	A. E. Powers
20. Laclede .....	Wilbur C. Elmore
21. Lawrence .....	Fred Wheeler
22. Livingston .....	J. A. Boucher
23. Macon .....	Miss Mary F. Graves
24. Maries .....	Mrs. Ethel R. Parker
25. Mercer .....	John S. Wright
26. Monroe .....	Mrs. Mary Acuff
27. New Madrid .....	Milus R. Davis
28. Ozark .....	Everett Herd
29. Pemiscot .....	Harold S. Jones
30. Pettis .....	C. F. Scotten
31. Phelps .....	Ralph Marcellus
32. Pike .....	Steve Cornish
33. Putnam .....	A. B. Shelton
34. Randolph .....	Mrs. Ada Reynolds
35. St. Clair .....	Arthur L. Summers
36. St. Francois .....	J. Clyde Akers
37. Saline .....	Frank W. McGraw
38. Schuyler .....	Russell Scotten
39. Scott .....	O. F. Anderson
40. Shelby .....	Mrs. Virginia Bethards
41. Stoddard .....	M. L. Grant
42. Sullivan .....	R. Glen Simpson
43. Texas .....	Jess W. Hilterbrand
44. Vernon .....	Herbert B. Cooper
45. Warren .....	Eli F. Mittler
46. Washington .....	Fred L. Cole
47. Worth .....	R. S. Fadeley

The membership enrollment campaign for the year 1942-43 is now under way. Counties attaining the 100% goal will be listed in SCHOOL AND COMMUNITY as information is received.

Let us make our membership 100% everywhere.

# Retires After Twenty-two Years Service

**T**HOMAS J. WALKER, editor of School and Community since 1920 and Secretary of the Missouri State Teachers Association from 1938-41 retired on July 1, 1942 under the Association's 65-year-old retirement plan which was authorized by the Assembly of Delegates in St. Louis last December 3. The retirement plan adopted by the Executive Committee was developed and is sponsored by the National Education Association for Association employees of the different states.

Inks Franklin, associate editor of School and Community for the past four years, was named by the Executive Committee on June 19, 1942, as editor to succeed Mr. Walker.

Before joining the staff of the Association Mr. Walker served in many educational positions. He was superintendent of schools at Belton, Missouri, from 1904-09. In 1907 he ran for the office of superintendent of schools in Cass County and lost by one vote. His opponent who was elected resigned after serving about two years and Mr. Walker was appointed to the position by Governor Joseph W. Folk. At the next election he won the office and held it until 1914, when he resigned to enter the State Department of Education, in which capacity he worked as state supervisor of rural schools for four years.

In 1919 Mr. Walker went to the Southwest Missouri State Teachers College to work in the field of rural health and sanitation.

Preceding his appointment as editor of School and Community Mr. Walker purchased an interest in the Missouri School Journal and served as editor of this publication for a time.

Mr. Walker was the first editor of School and Community, the first number being issued in July, 1920. Prior to that time the Association had printed its proceedings and programs in the form of an annual report or a quarterly bulletin.

During his twenty-two years of service he has seen the Association make many forward steps such as: the erection of the



THOS. J. WALKER

headquarters building in 1927; increase in enrollment from thirteen thousand to nearly twenty-five thousand; reading circle sales increased from a few thousand dollars to over one hundred thousand; initiation of many services for teachers.

In National Education Association affairs Mr. Walker has always been active. He was state director of Missouri from 1923-39, resigning to serve on the Board of Trustees which position he held until last July.

For two terms Mr. Walker represented Boone County in the House of Representatives being elected to the Fifty-ninth and Sixtieth General Assemblies. While in the Assembly he served on the following committees: Appropriations, Children's Code, School of Mines, Roads and Highways, Probation and Parole, Education, Taxation and Revenue, and University.

The Educational Press Association elect-

(Continued on Page 253)

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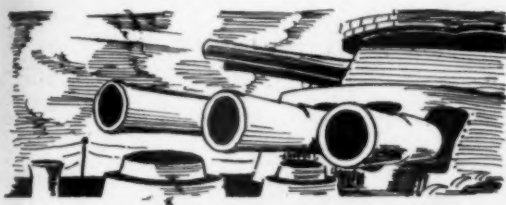
# Your Association at Work

## SOUND MOVIE FOR YOUR USE FREE

Can the school program be cut? Can school taxes be reduced? What are the schools doing to win the war? Have you heard these questions? How will you answer them? What will happen if you don't answer them?

Your Association will have ready for your use about the first of October a sound movie to show that our schools, our teachers are vitally important to winning the war.

This sound movie titled "Backing Up the Guns" is being produced by the Chicago Film Laboratory, one of the best film companies in the Middlewest. The picture will be a professional, theatrical work, that can be shown to the thousands of voters who pay your salary.



There will be available two versions. One will be a 35 millimeter production five minutes in length for use in the regular motion picture theaters throughout the state. The other will be a 16 millimeter size, fifteen minutes in length for use at your school, PTA programs, and club meetings.

### Story Synopsis

Across the screen flashes the parade of America's national resources—coal, oil, iron, water power! The eyes of the world are on our great resources. In their preservation and development lies victory. Greatest among these resources are our **School Children**. Here are the soldiers, sailors and defense workers of tomorrow.

The camera turns to the school shops where instructors stand at the side of young men who are drilling, milling, planing, shaping, drawing, cutting—working with steel, wood, and electricity. The ability of these young men to produce and their ap-

preciation of the tremendous task ahead depend upon the one who inspires them—the Teacher.

Most dramatic of all is the picture sequence which shows how teachers guard and develop those priceless ideals upon which our democracy is founded.

Those interested may write your Association for a free booking of "Backing Up the Guns." The only cost to you will be the postage.

### Members Manual

The Association has recently published under the direction of the Executive Committee a member's manual titled "Your Association."

This attractive handbook which will be placed in the hands of every member of the Association has four purposes as set forth in the foreword:

"It should aid teacher-training institutions in preparing candidates for teaching and should assist in helping beginning teachers properly orient and adjust themselves in the profession.

"It should give teachers returning to the profession refresher and supplementary professional information.

"It should enhance the confidence of all teachers, old or new, in the art of organized cooperation and develop a keener realization that the future of the profession rests with the teachers themselves.



"It should make teachers regardless of position feel with increased pride the importance of their profession and kindle anew their interests and energies for its further development."

Copies of the manual were distributed to rural teachers by the County Superintendents during the August plan meetings. Other teachers will receive their copies from city superintendents.

## Mexico High School Offers Flight Training

**T**HE MEXICO HIGH SCHOOL is one of twenty-one high schools scattered over the United States that has been selected to offer pilot training to high-school students.

This program was initiated by the Civil Aeronautics Administration as an experimental venture on the high school level. In the past the facilities of the Civilian Pilot Training Section of the CAA have been directed toward American youths of college age, with ninety per cent of the 70,000 pilots produced by CAA since 1939 having received their training through the colleges and universities participating in the program. The remaining ten per cent were trainees 18 to 26 years of age who won their flight training scholarships in

competitive non-college ground school courses.

The maximum number of students enrolled in each of these experimental schools is ten. Even with this small enrollment interest in the program is great in the Mexico community according to Clarence W. Mackey, Principal, Mexico High School and Coordinator for the program. Many parents in the community have been making inquiries about the program and about the possibility of their sons' enrolling.

The present class at Mexico consists of boys who graduated from high school last year and those who are seniors this year. Those responsible for the program hope to confine enrollees to these two groups, how-



Students and officials connected with the Mexico Pilot Training Program.

Back row from left to right: Allen P. Green, Jr., contractor; Newell Terry, CPT ground school supervisor; Alan Coatsworth, president board of education; Russell McCoy, Alan Coatsworth, Jr., Kenneth Miller, James Ferguson, Walter Moore, Clarence W. Mackey, principal. Front row, left to right: Bob Kent, Elmer Mollitt, Neal Nash, Ray Kehoe, and Freeman Kennage.

# EDUCATION for the AIR AGE and THE BASIC SCHOOL PROGRAM

THIS NATION IS AT WAR. The immediate concern of every American is to win this war as quickly as possible.

Our schools are being geared to the war effort by the introduction of emergency courses intended to prepare the pupils now in the upper high school grades to take their places in the war effort, when it becomes necessary for them to engage actively in this effort.

Without disparaging the importance of these emergency courses, may we point out the urgent necessity for adjusting the basic school program to prepare all pupils for life in the post war era.

An important consideration in this needed adjustment is the necessity for preparing present school pupils to live in an era when air travel will be as commonplace as automobile travel has been since World War I.

Attention is called to the following basic textbooks, for all grades, all of which carry out the recommendations of the Assistant Secretary of Commerce for Air, who is heading an all-out drive to air-condition American youth by stimulating aviation education in our elementary and high schools.

We invite examination of these books:

**1st Grade**  
**READING PICTURES**, reading readiness, by Quinlan  
**BEFORE WINKY**, first pre-primer, by Quinlan  
**DAY BY DAY**, primer, by Quinlan  
**TO AND FRO**, first reader, by Quinlan  
**2nd Grade**  
**FACES AND PLACES**, second reader, by Quinlan  
**3rd Grade**  
**BUSY WORLD**, third reader, by Quinlan  
**THE COMMUNITY WHERE I LIVE**, social studies, by Pierce  
**4th Grade**  
**JOURNEYS THROUGH MANY LANDS**, geography, by Stull and Hatch  
**5th Grade**  
**JOURNEYS THROUGH NORTH AMERICA**, geography, by Stull and Hatch  
**6th Grade**  
**OUR WORLD TODAY: EUROPE AND EUROPE OVERSEAS**, by Stull and Hatch  
**THE PACIFIC AND SOUTH AMERICA**, geography supplement  
**7th Grade**  
**OUR ENVIRONMENT: ITS RELATION TO US**, by Wood and Carpenter  
**FIRST COURSE IN THE NEW MATHEMATICS**, by Edgerton and Carpenter  
**8th Grade**  
**THE STORY OF OUR COUNTRY**, history, by West  
**OUR ENVIRONMENT: HOW WE ADAPT OURSELVES TO IT**, by Wood and Carpenter

**SECOND COURSE IN THE NEW MATHEMATICS**, by Edgerton and Carpenter  
**9th Grade**  
**BUILDING CITIZENSHIP**, by Hughes  
**GENERAL MATHEMATICS**, by Edgerton and Carpenter  
**ELEMENTARY ALGEBRA**, by Edgerton and Carpenter  
**INTRODUCTION TO BUSINESS**, by Reed and Morgan  
**OUR ENVIRONMENT: HOW WE USE AND CONTROL IT**, by Wood and Carpenter  
**10th Grade**  
**THE MAKING OF TODAY'S WORLD**, world history, by Hughes  
**SECOND COURSE IN ALGEBRA**, by Edgerton and Carpenter  
**11th Grade**  
**AMERICAN PEOPLE**, by West  
**PLANE GEOMETRY**, by Avery  
**12th Grade**  
**TODAY'S PROBLEMS**, by Hughes  
**AMERICAN GOVERNMENT IN 1942**, by Magruder  
**NATIONAL GOVERNMENTS AND INTERNATIONAL RELATIONS**, by Magruder  
**FIRST PRINCIPLES OF PHYSICS**, by Fuller, et al.  
**FIRST PRINCIPLES OF CHEMISTRY**, by Brownlee, et al.  
**CHEMISTRY IN USE**, by Brownlee, et al.  
**SOLID GEOMETRY**, by Avery  
**ADVANCED ALGEBRA**, by Edgerton and Carpenter.

## ALLYN and BACON

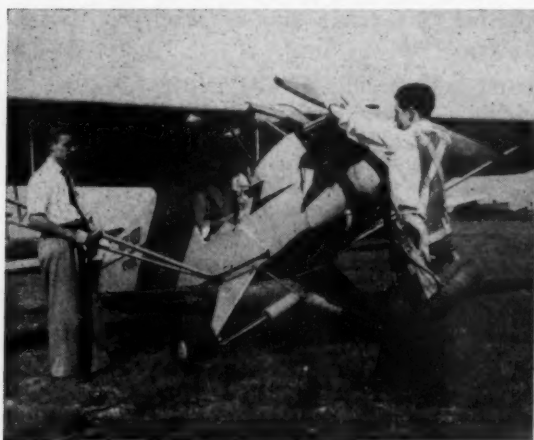
2231 South Parkway

Chicago

ever, male citizens of the United States between the ages of 17 and 26 are eligible for the course. The applicant must be able to pass the physical requirements set up for participants in regular CAA courses. If he is 18 or over, an integral part of his enrollment will be his enlistment in the reserve of the armed forces. If he is not yet 18, he must sign a pledge in affidavit form to the effect that upon attaining his 18th birthday he will apply for enlistment in the reserves, regardless of whether he is still receiving CAA training or has completed it. If the applicant is under 21, parental consent must be obtained for either im-

mediate enlistment or pledge of future enlistment. This is acquired by the student in training periods of one hour maximum in length with two sessions allowed per day. The pupils actually receive enough flight training in this program to qualify them for a private license except for six hours of cross-country flying now required.

This experimental course was scheduled for the period June 27th to October 5th. However, trainees have made such rapid progress that the instructors feel the requirements will be completed before the end of the period. This fact at least par-



**A STUDENT SPINS THE PROP**

mediate enlistment or pledge of future enlistment.

A faculty of two flight, two ground school instructors, and one mechanic comprise the teaching force. The instructors are certified by the CAA, having completed the courses and passed rigid examinations in ground and flight work.

The students are given seventy-two hours of ground school work in such courses as: navigation, meteorology, civil air regulations, and general servicing of aircraft. The ground school courses are offered three nights per week from 7:30 to 10:30.

Each student is given between thirty-five and forty-five hours of flight training. The type of flight training offered is patterned after military standards worked out under the direction of the army and navy. Included in the flight training course is a minimum of twenty-one and one-half hours



**READY FOR FLIGHT**

tially answers the question in the minds of the Civil Aeronautics Administration as to the readiness and ability of high-school age groups for such training.

Provided this and the other twenty experimental schools are successful with their progress, and indications are they will be, great expansion in this type of program may be anticipated for high schools. This may become a vital part of the great "air-conditioning" of American youth advocated by Robert H. Hinckley, former Assistant Secretary of Commerce for Air.

Precautions are taken to safeguard the student both physically and financially during his training period. Life, accident, and property insurance are provided at government expense for the protection of the trainees.

This total program is financed for the (Continued on Page 253)



# SECRETARY'S PAGE

## ARE YOU WORKING?

For Amendment No. 1, which would make it possible for St. Louis County schools to vote, by a 2/3 majority, an additional dollar for school purposes. None of us believe in tax limitation. There is no opposition to the amendment. The difficulty is only one of overcoming inertia since it does not affect the voters outside of St. Louis County. Unless this Amendment prevails, the splendid school systems of St. Louis County must deteriorate. Let us do everything we can.

Against Amendment No. 5, which would destroy even the semblance of a teaching profession, wreck our public school program, shatter public morale, and deny youngsters that preparation most essential in the planning and the constructing of a post-war world during the most difficult period in all history.



## AMENDMENT NO. 5—LOOSELY DRAWN

1. According to Ed McDonald, Regional Director of the Social Security Board, the residence requirement does not conform to the federal Social Security Act, and Missouri would not continue to receive federal funds for old age assistance. The needy aged would receive approximately the same as now, the State would pay all the bill, and the other functions of government would suffer.
2. It does not say how the \$29,000,000 is to be divided between old age assistance and aid for dependent children.
3. The State Auditor believes that he could not honor a warrant of the State until the \$29,000,000 has been set aside for the purposes as provided, since it is a prior appropriation. Chaos can be the only result.
4. Some students of government contend that it is initiative legislation presented in the form of a constitutional amendment. If this be true, the courts have held such a procedure invalid.

## ORGANIZATIONS OFFICIALLY OPPOSING NUMBER 5

1. Missouri Farmers Association
2. Missouri Association of Social Welfare
3. Missouri School Boards Association
4. Missouri Public Expenditure Survey
5. Missouri Vocational Association
6. Missouri State Association of Negro Teachers
7. Missouri Congress of Parents and Teachers
8. Missouri Farm Bureau Federation



## AMENDMENT NO. 5 AND YOU

The Association has tabulated data showing what the passage of this proposal would do to every high school and every rural school in the State. Write us, if you have not learned what this proposal means in dollars and cents to your district.



## IS THERE DANGER OF THE PASSAGE OF AMENDMENT NUMBER 5?

Here are some factors involved:

- (a) 114,000 on the pension rolls
- (b) Many under 65 years of age are looking forward to getting on
- (c) Those on the rolls and those who will soon be on have sympathetic friends and relatives
- (d) 14,000 families getting aid to dependent children
- (e) Thousands who would naturally oppose it are in the armed forces
- (f) Total vote will be light in November
- (g) The advocates of the measure will be there and vote
- (h) Many who are uninformed do not vote on amendments
- (i) Many of those who are informed merely shrug their shoulders and say, "Why Missouri would never vote such an absurd and ridiculous proposal," and do not take the time to inform someone who would be against it, if they understood.

Only one conclusion—everybody must work—everybody must vote on November 3.

# The Rural Teacher Prepares for the Opening Days of School

## Do Teachers Need Patterns?

THESE ARE MANY PEOPLE who argue that teachers are very well paid because they only work six hours a day, five days a week and have nothing to do after four o'clock in the afternoon. These people do not understand that a teacher's work never ends. They do not realize that the success or failure of the school depends upon the preliminary preparation made by the teacher for her work. One of the important tasks she has is the preparation that should be made before the school term begins. A term in teachers college will aid the teacher in her preparation. If careful planning is not done by the teacher, she is likely to find herself in the same predicament as the young lady who arrived in town at seven-thirty on the morning of the first day, rushed to the school house, and tried to unscramble the chaos from the year before; all in the hour before the opening bell. But the children arrived too soon. She enrolled them as best she could. She tried to get needed information and to give the correct books to the children. The result was not unlike the condition a contractor might create who attempted to build a house without a blue print. The housewife doesn't cut a dress without a pattern—neither should the teacher try to fit education to the children without a plan. She must remember that the impression made on the young public the first day will do much to insure her success in the community. By haphazard methods she may lose any advantage that the prestige of her position may assure her and, as a consequence, her influence with the children.

## From Whence Help?

While preparation is similar for all teachers, this paper treats the subject only from the rural view point. The teaching certificate should be registered with the county superintendent before the opening day of school. The new teacher should have a conference with the county superintendent and call on all county officials

By MRS. ALMA C. SNEARLY  
*Rural Teacher, Douglas County*  
and MISS MARY JANE FOSTER  
Willow Springs

with whom she may need to work. In the conference with the county superintendent the evaluation of the district, plan meetings, county teachers' meetings, policies concerning state meetings, school fairs and other county wide activities should be discussed. An early acquaintance with county officials will be of inestimable value if the new teacher expects to be a good leader. The broader her acquaintance in the county and in the community becomes the more help she will have in adjusting herself to her new environment and in being a real participant in community life.

Naturally, the teacher is most interested in her local district. She should immediately make every effort to become acquainted with the school board, the people, the places of interest, the school and its equipment. She should ask the clerk for the records of the previous year and the key to the schoolhouse. From the records she may check the number of children who are in the district and the grade in which each child should be. She may also learn, at least to some extent, the weak and strong points of each child. However, the good teacher never passes judgment on her future students before she knows them.

## What About Equipment?

The next step in the new job is an inventory of the equipment in the school-room and on the playground. After this has been done, a requisition list of the needed supplies should be made. While checking the building and equipment these questions need to be asked:

1. Is the water supply good? Samples may be submitted to the State Department of Health if the source of supply seems to be questionable.

2. Are the toilets sanitary and in good condition?

3. Is the lighting adequate? Are window shades available and in good condition?

4. Does the building need repair?

5. What type of heat is to be used? Will the building be warm in winter?

6. Is the equipment in good condition and well cared for?

7. Is the playground equipped and in condition for simple play?

These and similar questions may be answered by checking the equipment with the score card for rural schools to be found in the State Course of Study.

Comments on equipment, whether they be blame, praise or suggestions, should be taken to the board. The new teacher should remember that the board is to be her partner in this business of teaching school. She should become acquainted with their personalities as well as their wishes in school matters so that all may work together more effectively for the interest of the school.

Even though the library may not be very complete, all available books should be put in good condition and arranged attractively. A library never looks its best after a long summer vacation. The textbooks must be sorted and stacked. They should be arranged and numbered for each child with an identification card in the top book. Then each pupil can (1) check his books as to the condition in which he received them, (2) sign his name by the number of each book issued to him. In this way the task of distributing books will be a very simple matter. The assignments for the day and the daily schedule may be on the board for the students' information.

Every child should have the privilege of attending school in clean, pleasant and attractive surroundings. If the school board does not attend to these matters, the teacher should do so before school opens. The room should be as attractive as possible. Everything should be shining and in place. Floors, windows, desks, and blackboard should be washed with disinfectant. The floors and desks should be varnished to help prevent the spread of disease. An attractively arranged bouquet on the teach-

er's desk adds much to a pleasing atmosphere. Also a group of well selected pictures will add to this feeling. The parents will then feel that they have a teacher who is already on the job.

#### What Will Her Pattern Be?

The general plans for the year must be made. The course of study should be used as a guide in planning the units of work in activities. The children must have a part in the planning of activities for the year, if they are to feel that they are a part of their school. The beginners must be remembered and their first days made secure and happy. The first day is usually a get-acquainted day, particularly if the teacher is new. An interesting hour could be spent discussing the summer experiences of the children. These experiences could lead to new activities in social living. Successful methods are not ready made. Every teacher should develop methods of teaching for the children, because all children are not the same; hence the same technique will not fit every child. The playground activities for the children are important and should be very carefully planned by the teacher. The games should be selected so that all the children will be interested in them and take an active part in the play. Each child will need to take home a blank for information for the school records. Any announcements concerning school activities may be included in a note to the parents. The plans for the first day have a particular significance since on that day of all days the teacher should know exactly what she expects to do and how she expects to do it. If she possesses the confidence given by well made plans, the children will have more respect for her. Her work for the year will have made a good beginning. However, her plans for the year must be flexible. Even though a teacher has made her plans very carefully and has covered all imaginable problems, there will be plenty of unpredictable ones to keep her busy.

#### Should the Teacher be Attractive?

Good grooming shows the personality of the teacher. This will include her clothing and accessories, her hair, nails, makeup, teeth, and health. Clothing should be appropriate to the time and place it is to be worn. Gaudy jewelry has no place



in the schoolroom. Clothing should show style and taste and be of colors which are cheerful and becoming. Children love attractive and colorful clothes. All clothing should be mended, cleaned and pressed. Silk and nylon hose may be mended at certain stores in town. This will help the teacher to solve her hosiery problem. Shoes must be mended, cleaned and shined. Hair styles are changing constantly so a teacher should keep up with the times. A new coiffure will help her morale as well as please the children. If it is unconventional to wear nail polish in her new community, the teacher must refrain from doing so, if she values her position in the community. Nails may be well kept without the aid of bright polish. The teacher should check her makeup and see that it makes her as attractive as possible. If something is lacking or over-done she will take steps to correct it. Nothing looks worse in a teacher than a ravelled out or down at the heels look.

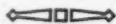
#### **Is Health Necessary?**

All teachers have a few bad habits which may affect their health. These should be corrected. Health is a great asset to success, so teachers should take time to check their mental and physical conditions. A

health certificate is required by the state. An examination of the teeth should be covered by this certificate. A teacher must be very careful not to offend others by body odors and halitosis. It is important that she have sufficient rest and recreation of an interesting type since like all who work with many people she is subjected to constant sources of worry and strain. The most potent factor in good mental hygiene in the schoolroom is a healthy, alert and interesting teacher. Unpleasant living conditions will affect the health of the teacher. She should look for a room that will be bright and cheerful with adequate heating facilities and a pleasant environment. A teacher needs peace and quiet in which to do her best work.

#### **Will the School be a Success?**

The thinking through of daily preparation and planning will lead toward success. In summing up this article the authors suggest that the teacher should make careful plans for her work. Then off to bed for a good night's rest so that the teacher can be bright and cheerful on this first day and all the days to follow. "A good beginning is a good ending," and a school of one person only would be no school at all.



### **A MESSAGE FROM OUR ASSOCIATION PRESIDENT**

**E. A. ELLIOTT**

(Continued from Page 231)

we face a world at war and it is our business to aid and assist our country to "Awake! Arise!" to the grim determination of winning the war, for without victory our hopes and dreams of a better world will come to naught. We must also prepare the minds of our people, both the youth under our instructions and the community in which we live, for a peace which recognizes the rights and privileges of race, of religion, of color; this will acknowledge the freedom and security of the lowly and the greatest. This is a program to which we must dedicate ourselves. It is a faith which we must implement at the risk of a world war that will be completely destructive. It is a faith which we dare not temporize, delay, or ignore.

We can not win a war without fighting for peace. Our victory depends upon moral ends. We must see to it that education proclaims these moral ends to the people of America and to the people of the world.

We realize that this is a year in which we will teach more seriously than we have ever done before, and may we realize that we have a great duty to perform in helping our community to leave nothing undone that will insure victory and a lasting peace. The schools can and must assume their part in this vast responsibility in addition to their regular programs without in any way abandoning or seriously neglecting their essential services. This is "*Our Unfinished Task.*"



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TO BE TRUE"

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# The Superintendent Prepares for the Opening Days of School

THE SO-CALLED VACATION MONTHS are busy months for the school superintendent. It is the time for repairing and reconditioning of the school plants and equipment; maintaining grounds and play areas; making yearly reports; checking textbook needs against supply on hand and making necessary purchases; purchasing supplies of all kinds; conducting transportation surveys, determining transportation routes, and preparing bus schedules; filling vacancies in employed staff; and arranging teaching assignments. There are countless other things needing attention such as supervising a WPA building project for the school or a gardening and canning project for next year's hot lunch program; participating in the program of civilian defense in his county and local community; administering and supervising war training classes; etc.

The war effort has added many new duties and responsibilities to the school program that only the superintendent of schools can perform. He has been called upon by his board to organize, administer and supervise training schools for the war effort; organize and supervise gardening and canning projects to assist in the hot lunch program for the coming school year; promote to completion a WPA building project that may be left incomplete unless special effort is made to secure its completion; purchase supplies and materials that will meet the needs of the school when substitutes have become the order of the day; provide for repair and refinishing of old furniture for it will not be possible to secure new furniture for the duration; and securing teachers occasioned by the unusual teacher turn-over.

There exists among the men members of the faculty and other employed personnel much uncertainty about expecting a call to the armed forces. Each is asking himself, should I continue to teach or should I serve my country elsewhere? Industry is providing wages for both men and women far more attractive than teacher

By L. O. LITTLE  
*President, Department of  
Superintendence of MST A*

wages can possibly be in the average school system. The superintendent is being called upon to advise teachers in this time of uncertainty. The Commission on Teacher Education of the American Council on Education says in its pamphlet, "This War and the Teacher," that "good teaching is desperately important in time of war and for teaching you have been educated. If your government calls, you will, of course, respond. But unless you are called, or unless you are fully satisfied that you can serve more valuably elsewhere, serve where you are."

The school superintendent is seeing that carefully selected and well trained teaching staff he had built up in his school disintegrate because of circumstances beyond his control. Persons that were carefully selected to fill a particular position have moved to other positions or have enlisted to serve their country. He has been replacing teachers that have resigned and fully realizes that that problem will likely grow more acute. Another problem confronting the administrator is that of positions left vacant by men and women entering the military service. Most boards are holding such positions for the person until they return from the service. Such a policy is creating administrative problems. It is very important that the high standard of professional training, experience, and personal qualities be maintained for the teaching staff in the face of a diminishing supply of well trained teachers.

Every school superintendent is well aware that the program of the school must be modified to meet the needs of a country at war. This has necessitated much planning and many changes in the school curriculum especially in the high school. The immediate aim of the school is to help win a war

and a remote but no less important aim is that of training a people how to maintain a peace. In addition to the immediate needs of our military forces for certain specific training he must place special emphasis on teaching the basic and fundamental principles of the democratic form of government. Their responsibility has made staff conferences and program planning a major task.

The Federal Government has assigned to the schools the responsibility of directing defense training classes. Much of this work has been borne by the superintendent of schools in addition to his regular work which has become greater because of war conditions. The community has made many calls upon his time in the promotion of the Civilian Defense Program. He could say no, but he does not and will not. It is an opportunity to serve his country and contribute his bit to the total war effort.

The superintendent realizes full well the importance of having everything in readiness for the opening day of school. Teachers, pupils, and parents are very favorably impressed by careful and efficient planning for that momentous event. It is very difficult to place too much importance on the opening day of school. If the program of the school moves into action smoothly and efficiently a great stride toward a successful year has been made.

Some last minute checking will need to be done before school opens such as inspection of school busses; check playground equipment and play areas; inspect the school buildings and equipment; check teaching materials and supplies; place orders for textbooks to cover any shortages made by late enrollments; secure registration and other necessary cards and blanks; plan schedules with principals and maintenance director; have supplies distributed to schools; and many other tasks; being careful that nothing is neglected to make everything in readiness for the opening day.

A few days before the opening day of school the superintendent will call staff meetings. These meetings will be carefully planned and efficiently carried out. The first meeting should be with the principals to discuss the administrative problems of the school. Followed by a general faculty

meeting, where the new teachers are introduced, the policies of the school are explained, faculty committees appointed, officers for the new year are elected to conduct the business of the teaching staff, etc.; after which, meetings should be arranged between the principal and his corps of teachers in their school building. Lastly the superintendent will arrange a meeting with the principals and the maintenance department. These meetings are very important and should be conducted in accordance with democratic school practices.

## RETIREES AFTER TWENTY-TWO YEARS OF SERVICE

(Continued from Page 242)

ed Mr. Walker as Secretary of the organization in 1929 and the following year he was given the office of President.

Mr. Walker has long been recognized for his ability as a philosopher and writer. He likes to compose poetry and many of his poems have been published. He was co-author of the book "Our State of Missouri" which was published by The Macmillan Company in 1933.

The organized teaching profession of Missouri paid the highest tribute it is possible for it to bestow upon an individual when it presented to Mr. Walker the Distinguished Service Award at the annual meeting last December. This was a proper token of public recognition for the years of service and leadership he had rendered education in general and our association in particular.

## MEXICO OFFERS FLIGHT TRAINING

(Continued from Page 246)

Mexico High School by the Federal Government. It is estimated that it would cost each student enrolled approximately \$450.00 to duplicate this training under private contract.

Mr. Mackey as coordinator for the program has general supervision of the entire set-up. He is responsible for selecting the students, keeping records, and the recommending of a flight operator to the CAA. —I. F.

# The Librarian Prepares for the Opening Days of School

IT WOULD BE A STRANGE SCHOOL system in which the superintendent, principals, and supervisors were not at their respective posts of duty several weeks prior to the opening days of school each year. It is no longer unusual to find the teaching staff at work sometime before the beginning of classwork. The administrative officers have completed the repair and installation of equipment, the acquisition of supplies and teaching materials, the plans for the course of study, and the employment of personnel. The teaching staff is busy with specific preparations for the year's work and assembling necessary materials for effective instruction. The school librarian is commonly regarded as one of this latter group, concerned primarily with the presentation of a course of study. Yet the fact should not be overlooked, that he is also responsible for the acquisition and preparation of library materials for use by classroom teachers and pupils. To this extent, therefore, he is an administrative officer with a definite part in any preliminary organization for the school year.

Educational literature assigns to the school librarian an increasingly important part in the teaching process. Preparation for this two-fold role of teacher and librarian is now broadly cultural and technically thorough at its best. Moreover, the library profession has readily extended its services into the special fields of education. The functional aspects of school librarianship have, therefore, received major attention by educational writers to the mutual enlightenment of executives, teachers, and librarians. There has been a logical tendency to minimize, if not to overlook, the basic duties peculiar to the librarian, in acquiring and preparing for use printed and audio-visual materials commonly cared for in the library. Prior to the opening of school each autumn, and amply in advance of need throughout the year, such materials must be selected, acquired, classified, and catalogued, in order that they may be made

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By DR. WILLARD O. MISHOFF  
*Director of Library Service  
Central Missouri State Teachers  
College*

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continuously available to teachers and pupils.

In school systems where plans and preparations for library service are centralized, or where books are purchased at intervals during the year, there may be no reason to request the librarian's services in advance of those of his colleagues. In other systems, however, where the school librarian must select, order, and process the materials needed for instruction, it is difficult to see how this can be done efficiently, if he is not employed under conditions permitting his return to duty some time in advance of the opening of school. It may be assumed that books have been ordered prior to the close of the preceding school year, and that they have arrived before the principal has returned to prepare his unit for the year's work. If it were more widely recognized by school executives that books are catalogued at the average rate of two hundred fifty titles per month per full-time cataloger (provided printed cards are used) there might be more ample provision of time and service for this work.

The preliminary period of organization is a busy one for the school librarian. To be utilized efficiently, he should have requisitioned library materials and necessary supplies prior to the summer vacation so that deliveries will have been made before his return to duty. Upon his return, he will probably find an accumulation of periodicals to be opened and checked in,—an essential procedure if back files are to be complete. Likewise, newly purchased books must be checked against original requisitions to guard against errors in delivery. Audio-visual materials for deposit in the library must be accorded similar treatment. The need for checking each copy of every



title against physical defects is an essential preliminary, but time-consuming process, since exchanges must be effected promptly. The fact that the school librarian frequently does not have student assistance during this organization period, makes the foregoing tasks unduly expensive, and minimizes the time available for personal service to the faculty.

The major task of the librarian who returns to duty before the opening of the school year is the preparation of books and pamphlets for use by teachers and pupils. This implies their accessioning, classification, cataloguing, marking, labeling, and preparation for circulation or reference. A school system sufficiently progressive to realize the economy in using printed catalog cards (especially where the librarian's time must be conserved for service to readers) will probably have ordered these cards at the time the books were requisitioned, and they will have arrived simultaneously. Where this is the case, the librarian can classify and catalogue the books in a minimum of time. Where the librarian, however, is obliged to type completely the author, title, and subject cards, the process is a long one. It may well be shortened during this period to the preparation of a shelf-list card for inventory purposes, with author and title cards for location of a particular book on the shelves. Subject cards may be made as time permits throughout the year, along with such analytical entries as the course of study may require.

An equally important task is to prepare each volume for the shelf. Whether a book is to be loaned or used for reference, each copy must be marked for library ownership, labeled with the call number, identified by accession number, and lacquered for protection against wear. Copies for circulation must also contain a pasted date slip and book pocket, accompanied by a book card prepared as a loan record. Pamphlets will require marking for library ownership and proper labeling for filing. The foregoing mechanical processes are simple and have been proved essential through the test of library experience over many years. Nevertheless, they are time-consuming when applied to a sizable lot of material by only one person in the short period of organization before the opening of school. Either

the purchase of library materials should be distributed over the school year, or the librarian should be employed for the same term of service as are members of the administrative staff who handle other school properties. It is assumed that clippings and pictures will be added currently throughout the year.

Finally, apparently spontaneous service to readers rests upon thorough preparations before the opening of school. Lists of books to be placed on reserve shelves should be secured from the teachers as soon as possible, after they report for duty. Notifications of recent acquisitions should be sent to interested members of the faculty. Bulletin boards should be prepared, together with book displays pertinent to pupils' and teachers' interests, upon the beginning of a new term. Especially important are book displays of professional interest to the incoming faculty, reinforced by numerous individual conferences designed to bring the librarian and teacher closer together in the teaching process. Indeed, the librarian may well have a share in the opening faculty program. Possibly mimeographed sets of library customs should be prepared for distribution on the opening day of school. Whenever practicable, classroom collections should be assembled prior to their actual need for instruction. Arrangements for cooperation with any local public library should be made considerably in advance of pupils' demands. Instructions and schedules for pupil library assistants must be prepared for actual assignments when enrollments have been completed. Most important is the opportunity for the librarian to interpret the new materials with reference to the individual interests of new faculty members.

The school librarian whose preparations for the opening days of school have been thoughtful and thorough will enjoy freedom from undue pressure in meeting the emergency demands which often mark the beginning of a new year in any school system.

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1942-43



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These pictures are approved for elementary grades for the school year 1942-43 by the State Department of Education.

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# The Classroom Teacher Prepares for the Opening Days of School

TEACHING IS AN IMPORTANT job. When we realize that about one-fourth of life is lived with the center of interest supposedly in the school, we see what a great responsibility we, as teachers, have. We must so condition the student, his school environment, and ourselves, that he will live vitally, and learn significantly during every moment of school life. This cannot be done by coercion. He *will* learn, of course. Every living creature learns; but the richness of his learning experience depends largely upon our preparation. How then, can the teacher create a laboratory in which this dynamic medium can properly expand, and in which it will learn to solve life's problems? To do this requires careful, thoughtful planning on the part of the teacher.

Actually, there is no definite time to begin preparation for a new school term. One may profitably begin planning for a subsequent term during any current school term by critically analyzing and appraising activities and results as they arise, and noting weaknesses which could not have been anticipated. Of course, no two situations would ever be identical, but one group of pupils will tend to be quite similar to another in its general reactions. Detailed, descriptive notes, made at the time and kept for reference, will help tremendously in future planning.

Since it is now too late to note "on the spot" weaknesses in past leadership, all one can do at this time is to use imagination, and to plan as carefully as possible for the unknown personalities to be met in September. Vacation gives many opportunities for preparation. First of all, one has time for a little quiet meditation. Ask yourself, "what constitutes an ideal school? Are my ideas in accordance with the best current thought in educative fields? Am I consistent in my philosophy?" Often an exciting new idea, or a complete revolution of old ideas will result from cornering oneself and insisting on some constructive thinking.

During vacation, we also have time to

By RUTH ROWE  
St. Louis

collect much informational, and inspirational material which every room needs in abundance; such as, travel posters—those large ones that make gorgeous room decorations—vacation folders, time tables, advertising booklets, post cards, snap shots, specimens of natural science, etc. The list could go on and on. Often, too, in summer browsing, one finds remnants of prints, tapestries, or other colorful textiles which are ideal for wall hangings or table covers, and also serve as excellent examples of industrial art. Then there are bookstores and libraries to be explored for new material, as well as excursion possibilities to be investigated. If a teacher is going into a new situation, the summer gives her an opportunity for orientation. She will need to learn the characteristics of her new district; its possibilities and deficiencies. She will also want some knowledge of the facilities of the school plant.

Let us assume now that the teacher is returning to a familiar situation, or that she has already acquainted herself with her new school environment. It is the opening day. Have you ever noticed the strained and hushed atmosphere in a room of 40 or 50 pupils on the first day of school? Even many who were the best of friends last year are watchful and reserved in their manner toward each other during the first day.—And everyone is so *painfully* good!—Don't let this unnatural atmosphere exist too long. The pupils should be encouraged to visit with each other in a free and social way, just as would a group of adults at any class reunion. There will be new members to be enrolled, and while the others visit, the teacher can get a brief, verbal history of their various backgrounds, and prepare to introduce them as real individuals to the group. All of this buzz of conversation will



cause some confusion, but it need not be *noise*. These boys and girls are going to work and play with each other and with the teacher for a semester—maybe a year, and they must really know each other in order to profit fully from the interaction. Often it is advisable to get to work immediately on a class "Who's Who." Pertinent information for the teacher and pupils, such as special interests, talents or aptitudes, travels, ancestry, ambitions, etc., are brought to light for use in forming committees and carrying out room activities.

The teacher should learn during the first day or so, what excursions and projects the group has had experience in, either as a group or as individuals. She should note immediately the degree of self direction and self correction attained by the majority. Information of this sort provides a key to the social maturity of the group, and helps in determining which of many possible initial projects might be the most profitable.

After, or along with, getting acquainted on the first day, there are many natural problems which must be solved, such as: storage space for personal belongings—wraps, lunches, pencils and papers—; storage for room supplies; distribution of books; location of reference materials; arrangement of desks, work bench, library table, book and museum shelves, and work tables. All such placements should be made with the idea of flexibility, and even though the group is large and the room seems crowded, there need be no set location for equipment. Indeed, changes will necessarily be made to suit the needs of the group, or individuals in the group. Now is also the time to get some decorative touches in the room. Bring out all that recently acquired material, and the old treasures as well. Let the pupils examine them and decide how they are to be used; because of course the pupils do the decorating. Sometimes a group will have no interest whatsoever in some highly prized find of the teacher. That decision is to be accepted until the object becomes meaningful to them, and they feel the need to make use of it. A seventh grade group once had access to a lovely brown and orange print, showing the western hemisphere, with Indian symbols covering it in the most in-

triguing sort of way. Did the decoration committee hang it? No. They chose instead a very ordinary picture of some ball players. Later, however, someone discovered a key to the translation of the symbols, and immediately the print was hung in a prominent spot where it could be seen and enjoyed by everyone.

These initial activities will be pretty well advanced by the end of the first day, and the pupils will be ready in spirit and mind to discuss with the teacher the problem of learning, which they well know is the real purpose of school. What is expected of them by parents and school authorities? What *ought* to be done? In addition to, or along with that, what *may* be done? Since these answers depend entirely on the group involved, we will leave them as stated, but the teacher must be sure that all the attempted learning is meaningful; and planning together is one of the surest ways of realizing this.

Planning work programs, and settling housekeeping problems will keep the pupils busy for several days, and the teacher must get a vivid picture of each pupil's personality during this brief time. This is done primarily by letting herself be one of the group; but in addition to this, she may want to use mimeographed questionnaires on home background conditions. Since information of this sort is of a personal nature, it is wise to suggest that the pupils arrange a parents' tea, at which the teacher can become acquainted with the parents, and get their immediate cooperation. By presenting her true relationship with the child, the parent, and the home, rapport is quickly established, and the teacher's opportunity enriched.

The beginning must be successful. September finds groups of young people and teachers gathered together with little choice on the part of either as to the personnel of the groups. The teacher is the only one who has the power and the privilege of making the relationship profitable to all. She has the deciding vote in determining the atmosphere of the room. She sets the stage, and provides the props. The pupils do the acting. To make full use of this opportunity takes constant and thoughtful planning.



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# The Elementary Principal Prepares for the Opening Days of School

MUCH TIME IS GIVEN by the principal to planning for the beginning of a new school year. During the last month and after the close of the school year preparations for the beginning of the new term are started: pupils may be informed regarding specific room assignment, some transfers can be made, tentative enrollment of kindergarteners taken, inventories recorded, requisitions for additional books and supplies filed in the central office. Planning with the executive board of the P. T. A., teachers meetings, and individual conferences regarding the work of the coming year, are helpful. Pupil-principal planning will provide for safety patrols, monitors, assistants, and hospitality committee.

However, a new principal should start work early in the summer as a new situation requires much additional planning. He must acquaint himself with the preparation for opening school made by his predecessor in closing school, and also acquaint himself with the community. As a leader in a community one must be aware of all of its liabilities as well as its assets, therefore a functional survey is necessary. Not only a knowledge of the cultural institutions including the public library, the theaters, public playgrounds, etc., should be had, but it is far more important to learn how well they are being used. If one finds that these cultural institutions are not being used this information will aid in adjusting the school organization and program to meet the needs of the children in that community. The principal should turn to Parent Study groups for assistance in solving problems which he may find.

In getting acquainted, specialists are found who will volunteer their assistance, for example—the mothers who have been nurses, dietitians, artists, musicians, etc. The public must be brought into participation in the process of education and make the enterprise a cooperative one. There is an eagerness on the part of the interested citizen, as well as parents of children, to

be of service to the school. As principals we must meet the challenge with a well organized program to fit the needs of our community.

Before the opening of school the principal and the custodian should make a careful check of the building as to heating, ventilating, lighting system, and cleanliness. This affords a splendid opportunity to become acquainted with the custodial staff, especially if the situation is new. With the aid of the clerk, check all new materials and have them delivered to the various classrooms. Friendly get-together meetings with the faculty will result in the culmination of valuable plans for the coming year.

At the first scheduled teacher's meeting, before the opening day, an administrative bulletin will be given each teacher. The following are a few of the topics which may be included: schedule of bells, signals for fire and air raid drills, procedure for teachers in case of personal illness, direction sheet concerning contagious diseases nurse's program, dates for regular teachers' meetings, general duties to be delegated, playground schedule, etc. The preparation of the bulletin will serve to focus attention on all details which need to be faced before and after the opening of school. "Although brevity is essential, neither absolute clarity nor democratic kindness of expression should be sacrificed."

In the words of Childhood Education, September 1939, "The first day of school is the most significant day perhaps in the whole year for all of us. So let us celebrate. Let us make it a festival day,—one that will meet joyous anticipation, relaxed tension, quiet any possible apprehension, and make a beginning in that kind of personal relationship which is essential in effective living and learning together."

By CLARA FALKE  
*President, Elementary School  
Principals of Missouri*

# The Secondary School Principal Prepares for the Opening Days of School

LIKE A GREAT many of our tasks, the opening and closing of the school determines in a large per cent the successful administration of the high school year. Thus, it is imperative that the principal prepare carefully for those two periods of work.

The average principal left the office last spring with a feeling of relief. This summer has demanded more than the usual number of return trips to the office, as war projects demanded school records for their employees. Nevertheless, principals have found time for some vacation. The first of August habitually turns their thoughts to the old job or the new. Certain things are necessary to bring them to their work so they are complementary to each other.

First then, principals must get their thinking adjusted to school work. Certain hours of each day must be set aside for the reading of new professional magazines and books, or a review may be made of the old ones. Should pre-school administrative councils be held, it will be to their advantage to be on the front row. From their study, questions will arise that can be placed on a note pad. Further reading should be done over personal files of announcements and correspondence. Notes of importance can be taken down. All of the notes should then be studied and organized. Principals are then ready for visitation with the superintendent and the individual members of their staff. No one should be overlooked, least of all, the janitors. That necessitates careful scheduling of their days at home and at the office. This schedule should conform as nearly as possible to the one to be used after school starts. At home meals should be on time, and the secretaries should know within a few minutes when to expect them back at the office.

Next, a friendly visit to the local news offices, and any other businesses that aid in conveying school publicity should be made. Office and teaching equipment should be placed in order, and ade-

By WALLACE CROY  
*President, Missouri Association of  
Secondary School Principals*



This teacher committee is evidently enjoying preparations for the faculty picnic held at Maryville High School each year just previous to opening school.

quate supplies for immediate needs should be on hand. Student officers should be called, and appointments made with them to prepare for the first all school assembly, and students' other first day activities.

The teachers Manual of some type must be prepared in such a manner as to make interesting reading by both new and old faculty members.

The annual faculty meeting on the Saturday before school starts can be announced in a letter to all employees. This letter may also announce the social picnic or get-to-

gether to be held Saturday evening. This event can add much to the morale of the teaching staff if properly organized and administered. Picnics are not such a far cry from faculty meetings after all.

An inventory of the needs of the student population should then be made basing the schedules of registration, classes, activities, vacations and special events upon these needs.

Sunday by all means should see all plans

ready. No extra duty for that day at the office should be allowed. Church friends will welcome their principals with a new fervor, even, if they have been using that time too frequently for golf. The quiet Sunday gives an ideal setting for the work of tomorrow.

As the new year comes with its pleasures and difficulties, principals will do well to prepare carefully, each in his own manner, for that opening day of school.

## Secondary School Principals Conference

COLUMBIA, OCTOBER 2-3, 1942

**T**HE EIGHTH ANNUAL CONFERENCE of the Association of Secondary School Principals of the Missouri State Teachers Association will be held at the Education Building of the University of Missouri, Columbia, on October 2-3, 1942.

"A Dynamic Program for American Youth" has been selected as the conference theme with Virgil Hardin, principal Pipkin Junior High School, Springfield, as the opening speaker to introduce the theme at the first session Friday afternoon at 2:30 P. M., October 2. Beginning at 3:15 P. M. the group will discuss the following subjects:

1. Gearing the Curriculum to Changing Vocational Needs, O. H. Day, principal Manual High and Vocational School, Kansas City, leader.
2. Gearing the Curriculum Toward the Development of Morale.
3. Gearing the Curriculum Toward the Establishment of Work Experience Programs.

H. W. Schooling, superintendent Hayti, and vice-president of the principals association will speak on the group project work.

Wallace Croy, president of the association, will preside at the first session.

### FRIDAY EVENING SESSION

The evening session begins at 8:00 P. M. and will be addressed by Lloyd W. King, State Superintendent of Schools, who will speak on the theme "Current Practices in Meeting War-time Needs."

Dean Theo. W. H. Irion, University of Missouri, will discuss "How to Bring About a Better Understanding and a More Complete Acceptance of the Basic Principles and Ideals by the Members of the Profession."

### SATURDAY MORNING SESSION

The final session begins Saturday morning at 9:00 P. M. with vice-president H. W. Schooling presiding.

"Needed Reforms in Our Present Program for Youth" will be the subject of an address by Willard E. Goslin, superintendent of schools, Webster Groves.

Robert Kazmayer, writer, news commentator, and lecturer on world events will speak on the subject "Education's Contribution to Democracy." Kazmayer was correspondent for a number of years for various national youth journals. His radio experience includes two years as Moderator, Rochester Town Hall of the Air and three years as radio Church Editor.

**TIGER HOTEL**  
WELCOMES HIGH SCHOOL  
PRINCIPALS  
COLUMBIA, MISSOURI

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# The County Superintendent Prepares for the Opening Days of School

AFTER A NORMAL SUMMER the average county superintendent of schools can go into his August Plan meeting with the knowledge that he has an able teacher in each of his schools, that each teacher has a desirable place to call home for the school year and all credentials and certificates are on file in his office.

In reality there is no date when a superintendent closes one set of books and opens another for his school year plans, for they are formulated through one school year to be carried over to the next. During spring activities such as teachers' dinners, baseball tournaments, music festivals, etc., and opinions formulated from visits made to the schools the latter part of the year, the superintendent has an opportunity to learn whether or not there will be a very great turn over in the placement of his teachers. This was true of an average year prior to 1942.

August is a month largely of visitation. All reports are cleared, office business in order, and the county superintendent should have the assurance that the respective schools of the county have made their necessary purchases of equipment, and that the buildings are clean and in readiness for the teachers' first day. The visitation is personal. Many teachers come to his office, if he is fortunate enough to be centrally located, others are welcomed in his home. The talk is of what the teacher has done during the summer, or of any particular personal problem, not necessarily just shop talk.

This year and for years to come the superintendent will be faced with a new series of problems, grievous ones in many instances. We will have even more beginning teachers than before. Thus the fall meeting or August plan meeting was of greater significance than ever. Many teachers were in the county for the first time and every effort was made to help them get acquainted with their fellow teachers and the ideals and standards of the system in

By A. E. POWERS  
*President,  
County Superintendents  
Association*

which they were beginning their work. If it is possible to inspire confidence in the superintendent, the system, teachers, and enthusiasm in the plans and standards of the system at the August plan meeting, a good start on the school year will have been made. In other words there must be a mutual pulsation of good will. To be sure there are so many details to be taken care of at this meeting that this attitude may be hard for some superintendents to attain but it should be striven for.

Among the details to be remembered are the placing in the hands of the teachers their necessary supplies such as, monthly report blanks, grade books, approved textbook list, order blanks for the Missouri State Teachers Association, child accounting reports, etc.

Among pertinent subjects for discussion are:—

First, individual teacher problems. We find a public forum discussion by our experienced teachers beneficial both to them and the new members in the organization.

Second, extra curricular activities. In our own county we have spent several years perfecting an active participation in these events which will have to be curtailed for the duration chiefly because of transportation difficulty. Our problem now will be to sustain interest in these events by various other methods.

Third, a part of the program should be devoted to a brief discussion of teaching methods, grading system, making of reports, transfers, etc., so that these may be as uniform as possible over the entire county.

Among other points discussed at the fall plan meeting were: Active interest on the

part of the teacher in the existing Parent Teacher Association of his school, continuation of War Bond and Stamp clubs, as well as other student organizations such as Nature Knights, 4-H clubs, scouting, etc. 100% cooperation of our teachers in any government request such as rationing and salvage programs should be insisted upon. Plans for the school lunch program and the many activities that can be built around this lunch hour were outlined for the benefit of any new teacher.

Last, but not least, attention should be called to the benefits derived from being a member of the State Teachers Association. This idea and that of buying textbooks and reading circle books through our Association is generally understood but with a greater influx of new teachers, it should be given more time than usual.

After the plan meeting each teacher should have the assurance that she may feel free to come to the superintendent at any time to discuss any problem bothering her. After all it is the business of a county superintendent to have successful teachers and any aid he can give only reflects on his own measure of success. After these first conference periods the superintendent may spend the first several weeks visiting only with beginning teachers. Not much time with each for a wise superintendent will not make the mistake of putting his beginner on the spot on his first visit. Why insist that she do any teaching at all at this time? Either do a little demonstration teaching or discuss her problems and go on. No doubt every superintendent likes to think that his teachers look forward to his visits rather than dread them.

Among other comparatively new problems for Missouri County Superintendents is the responsibility of being Supervisor of Transportation in their respective counties. Naturally another important duty before the opening of school is to check all transportation contracts to see that they are all on file and properly made out. One should know before school starts what type of vehicle is being used on each route in his county and the condition it is in. A lot is at stake when a bus load of youngsters start out the first day of school and

it is imperative to know that everything is in a safe condition.

No doubt the scarcity of good teachers has been one of the greatest problems this school year, but with better salaries, more interest on the part of the individual districts and the loyalty of the teachers this problem will in a measure solve itself.

These are a few of the preparations necessary on the part of the county superintendent before the opening of schools. From time to time new ones will arise, outgrowths of the demands of the unusual state of the nation. Many long period plans will have to be shelved, correspondence will have to supersede visits in some cases, but as in all professions we will put aside our individual county plans for the duration with the confidence that though there are difficult times ahead, some day there will be a peace when education will again supersede armament, and the hope that educators of all degrees from the college to the one room school teacher will do a better job than we did following 1918, so that never again will education of children have to be curtailed for the duration of any war.

#### SURVEY OF SCHOOL ENROLLMENT

The youth of America is preparing itself through education to take its part in the war effort, according to the results of a school survey announced by N. W. Ayer & Son, Inc.

Three-quarters of the private boarding schools, the survey shows, expect enrollments this fall as large as or larger than they had a year ago. Fifty-six per cent of them had already equaled or exceeded their last year enrollments in mid-July.

Military schools are filling rapidly, some of them having completed enrollment of new students last June. All expect to have every room occupied. Enrollments in boys' non-military schools, however, have not fallen off as much as many educators had expected. Eighty per cent of these schools expect enrollment this year to equal or exceed that of last year.

Vocational and professional schools, however, have been hard hit. The survey shows only 35 per cent of such schools expect to do as well as they did a year ago.

#### SCHOOL AND COMMUNITY

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# How Are You Known?

By T. S. HILL  
*Superintendent*  
Dexter

IN NORMAL TIMES more than 100,000 beginners enter the teaching field each year. This figure does not include those teachers who change places and are new in the community, since they are not beginning teachers. Combining the two groups we have an exceedingly large number of teachers each year who start to work in a new community where they are not known.

One of the big factors contributing to these teachers' success or failure is how they become known to their community. Mastery of subject matter and the techniques of teaching are not to be overlooked by any means, but they alone are not sufficient. In my brief experience I have seen well qualified teachers fail because they never became properly known in their community. Why is this true? Largely this—parents and citizens of the community are not likely to have complete confidence in a person whom they do not know or have never seen.

Johnnie has trouble in Miss A's room. The trouble amounts to nothing, but Johnnie goes home and reports it to his parents. The parents have never seen Miss A, so parental love dominates reasonable thinking and Miss A is thought to have mistreated or neglected Johnnie. As a result Johnnie fails to develop confidence in his teacher and may even go so far as to resent the teacher. In other words, he fails to "believe in" his teacher. He may cause disciplinary problems or lose interest in his work or both may occur.

On the other hand, if Miss A has become acquainted with Johnnie's parents and has made a favorable impression the parents are much more likely to have confidence in her; and Johnnie, knowing that the teacher is respected by his parents, will not be so ready to report his trouble. In fact, the little difficulties will be brushed aside by other thoughts. When the teacher is respected by the parents and the community the youngster is more likely to feel the importance of meeting the teacher's approval, and many so-called disciplinary problems are avoided.

It is quite natural for parents to resent their child's mistakes being pointed out.

In a way the parent feels this a reflection upon himself and when he defends the child he is unthoughtedly defending himself. However, if the parent knows the teacher and has confidence in her, this feeling is not so likely to exist. The parent is more apt to feel that the teacher is actually trying to help the child and will desire to cooperate.

How can a teacher become properly known? This depends upon more than one thing. The size and type of the community must be considered. The age of students and subjects taught must not be overlooked. I remember a third grade teacher who had several year's experience and had completed the work on her Master's degree. This teacher changed to a community where she was not known. At the end of the first reporting period she took the report of each of her students to the parents. She did this by taking each afternoon for about a week and visiting the homes of her pupils. She seldom spent over ten minutes at a place. Many of these parents worked in a factory or did not take part in any community activities and they felt honored to have this teacher visit them. The results were beyond expectations. These parents and pupils began to "believe in" their teacher and they worked harder and caused fewer disciplinary problems.

There are other ways of becoming known in the community. The difficulty is generally that of finding time because teachers are a busy group; but the time spent in making acquaintances will often be compensated for by less time needed to take care of disciplinary problems and to create interest in school activities. Learning does not depend entirely upon the process of mere stimuli and responses. The attitude of the learner toward the work itself and the teacher has a lot to do with it. This is probably truer in the earlier years of school work than later.



## ITEMS OF INTEREST



**Effie Mae Morrel**, of Cameron has accepted a position on the faculty of the Kirksville high school.

**Jessie Mae Estes** will teach in the Birch Tree Consolidated schools. She will be in charge of the high school orchestra, band, and glee club.

**Ada S. Boyer** has entered the Women's Auxiliary Corps of the Army. Miss Boyer, a former teacher, has written a number of articles for **SCHOOL AND COMMUNITY** during past years.

**Georgia Dean Pulliam** of Baring, has been elected to teach the fifth grade in the LaPlata schools.

**Bertha Roseberry** of Kirksville, will teach commerce in the LaPlata high school.

**Anna Mae Birch**, teacher in Canton schools for twelve years, has resigned and will teach English and Latin in Macon high school.

**Anna Boone** of Weaubleau will teach in the primary grades of the Hermitage schools.

**Walter W. Parker, Jr.**, professor of physics at Westminster College, has been called to the Army.

**Roger Winters** has been named to succeed Parker. He has been a member of the faculty at William Jewell College at Liberty.

**Betty Fay Holbrook** of Normandy has been elected to teach English and Spanish in the Louisiana high school.

**Wallace Hilton**, physics and chemistry teacher at Columbia high school, has been commissioned a second lieutenant in the Army Air Corps. He reports to Miami Beach, Florida.

Dr. Hilton had recently been appointed to the faculty of the Eastern Illinois State Teachers College, Charleston, Illinois.

**F. G. Stith**, director of teacher-training and certification in the State Department of Education, has been given the commission of Captain in the Army. Mr. Stith served in World War I.

**C. H. Rogan**, superintendent Birch Tree, has been appointed a second lieutenant in the Army. Rogan recently received a doctor's degree at the University of Missouri.

**Walter L. Cooper**, principal Nevada high school, has been named dean of the Jefferson City Junior College. Lloyd A. Garrison, dean of the college last year, resigned to join the staff of the U. S. Office of Education.

**Rev. N. N. Smelser** has been selected as superintendent of the Truxton schools.

**Wallace Croy**, principal Maryville high school, has been named principal of the Hickman high school by the Columbia board of education. He succeeds Dr. Fred B. Dixon, who resigned to accept a similar position at Elgin, Illinois.

**J. Norvel Sayler**, who has taught mathematics and physical science for seven years at the State Teachers College, Maryville, and who has been coordinator of the civilian training program there has been commissioned a lieutenant, junior grade, in the U. S. Naval reserve and has been notified to report at Dartmouth September 17.

**Lynn Twitty**, superintendent Lilbourn schools, has been commissioned a first lieutenant in the Intelligence Division of the United States Marine Air Corps. He will probably be called into service about the middle of September.

## THREE LEADERS

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**Dr. Charles W. McLane**, assistant professor of education at the University of Missouri, has been appointed a lieutenant in the army air corps. He is stationed at Miami Beach, Florida.

**Mrs. Frances Bradley Damerval** of Elsberry has been elected to teach the seventh grade at Central school in Louisiana.

**Roy V. Ellis**, English teacher in the Canalou high school, was elected to the Canalou superintendency.

**Anna Clack**, head of the social science department in the Nevada high school, has retired. Miss Clack has completed forty-one years of teaching in the Nevada schools.

**Virginia Thomas**, English teacher at King City, recently resigned to accept a position at Liberty.

**H. W. Brueggeman** has been elected superintendent of schools at Weatherby.

**Margaret Scholtz** of Siloam Springs, Arkansas has been elected to teach home economics and science in the Pierce City high school.

**Allan Bing**, music instructor in the Louisiana high school for the past year has accepted the position of supervisor of music in the Bethany public schools.

**Blanche Noe**, vocal music instructor, Nevada high school, will teach in the Sedalia schools.

**Victor Hauck**, industrial arts teacher, Nevada high school, has resigned to accept a position in the Ritenour schools.

**Dr. Homer W. Anderson**, superintendent of instruction, St. Louis, has been appointed to a position in the United States Treasury Department as administrator for the sale of war savings stamps and bonds in the country's educational institutions.

**Roscoe Ray Gibson** has been elected vocational agriculture instructor for the California high school.

#### ENTER ARMED FORCES

At least two of Missouri's county superintendents have recently entered the armed forces of our country.

They are: Josee Powell, Scotland county and Howard Maxwell, Audrain county.

In Scotland county Mrs. Lucille Walker will carry on the work in Mr. Powell's office and Miss Agnes Brown likewise in Audrain.

**Kenneth Wolf** of Canton has been elected by the local board of education to direct the band and have charge of all instrumental music in the Louisiana schools for the coming school year.

**Frank Slobetz**, formerly superintendent of schools at Jasper, has been elected to the superintendency at Cabool.

#### Vocational Agriculture

The following changes have been made in teachers in the Vocational Agriculture field:

Justin Doak, who was at Stet, has been elected to the Hamilton position.

Carl Humphrey has moved from Adrian to Odessa.

E. D. Muhleman is at Marionville, having moved from Summersville.

Wellington T. Taylor went to Summersville from Ellington.

James Rahm is now at Wardell, after leaving Holcomb.

Darrell Young has left Nevada for Carthage.

J. B. Rutledge will teach at both Steele and Cooter, devoting half of his efforts to each of the departments.

Mel Akars is at Eugene. He was at Bethany for six years.

Harold Estes moved from Marionville to Humansville where he had taught previously.

William Hope went from Poplar Bluff to Ironton.

G. L. Davis replaced Roy Kinnison at Birch Tree after the latter went into the armed forces.

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Jeanne Patton, Jefferson City, has been employed by the Harrisonville board of education to teach the first grade in the elementary school. She taught the last two years in Sullivan.

Dr. George Ryden, guidance counselor at Springfield senior high school, has been elected principal of Monett high school. Dr. Ryden has been a member of the Springfield faculty for four years.

Tom Dodd, coach at Stockton high school, has been named to a similar position in the Bolivar high school. Mr. Dodd served as coach for twelve years at Stockton.

Dr. Frank Luther Mott, director of the school of journalism at the University of Iowa, has been named dean of the University of Missouri school of journalism. He assumed his duties August 1.

### ELECTED PRESIDENT OF NEA

A. C. Flora, superintendent of Columbia, S. C., schools, was elected president of the National Education Association at the Denver Convention.

### FIRST NATIONAL TEACHERS MEETING BY RADIO

The faculty of your school, the staff of your school system, or the members of your local teachers organization are cordially invited to participate in the First National Teachers Meeting by Radio over the facilities of the National Broadcasting Company on Monday, September 28, 1942 at 5:30 P.M. Central War Time.

The Teachers Meeting by Radio will be divided into two parts:

Part A, 30 minutes, provided over the radio by the Educational Policies Commission of the National Education Association, will present an address by a prominent national leader on the part of the schools in our nation's war program.

Part B will be under your direction. You may arrange for one or more local speakers, for a panel discussion relating the general topic to your local problems, or any other type of meeting. In Part B you may also schedule such other business as you wish.

C. L. Wetzel, head of vocational teacher training for the St. Louis public schools, was named as president of the NEA vocational section at the Denver meeting of the NEA.

Norman R. D. Jones, Southwest High School, St. Louis, was elected vice-president of the American Council of Science Teachers, a Department of the NEA, at the Denver meeting.

Mr. Jones will do supervisory work for the Department in twelve states in the North Central area. He is also Chairman of the Membership Committee for the entire United States.

The Department has sponsored the National Committee on Science Teaching, which has made a comprehensive study of science teaching from the kindergarten through the junior college level. The Committee has made three reports: "Science Teaching for Better Living," "Redirecting Science Teaching in the Light of Personal-Social Needs," and "The Education of the Science Teachers." These reports may be obtained from the National Education Association, Washington, D. C., for thirty-five cents each.

### AMERICAN EDUCATION WEEK 1942

"EDUCATION FOR FREE MEN" is the theme for the 22nd annual nationwide observance of American Education Week. This is a most appropriate theme at a time when free men around the world are fighting the forces of tyranny.

Education today is not less important because of the urgency of the war effort. On the contrary, the need is for more and better education. The army, in rejecting 150,000 physically fit but illiterate men by May 1942, gave astounding testimony to the fact that the modern soldier must have an education.

Aside from adapting their regular services to war needs the schools have carried out nationwide programs of rationing and registration which have received the plaudits of the highest officials. They have rendered an indispensable service in training three million men for the war industries. By these and other special services the schools have been brought close home to the American people.

While these projects have resulted in a new awareness of the efficiency and the patriotism of teachers, they have resulted in but little greater understanding of the main job of the schools—the education of thirty million children and youth for life. American Education Week is an opportunity to stress the fact that the schools of the nation are just as efficient in their regular task of education as they are in passing out sugar and gasoline coupons.

The National Education Association has again prepared materials to assist local school systems in the conduct of their observances. These materials include posters, leaflets, stickers, manuals, plays, a motion picture trailer, and other materials. For complete information, write to the National Education Association, 1201 Sixteenth, N. W., Washington, D. C.

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## SOCIAL HYGIENE

The importance of Social Hygiene has been recognized by professional educators for a number of years, but its introduction into the public schools has been delayed because of the difficulty of securing competent instructors. It has been felt that although few subjects surpass it in importance it has also been felt that very few subjects possess such possible dangers.

In order to provide technically competent teachers in the field, University College of Washington University is introducing, in the first semester of 1942-43, a course to be held in the evening under the competent leadership of Dr. Harriet S. Cory, Executive Director of the Missouri Social Hygiene Association. She will be assisted by an equally competent staff.

## LEXINGTON SCHOOLS

### ISSUE BOOKLET

An attractive booklet of twelve pages containing helpful information for parents with children entering school for the first time has been published by the Lexington Public Schools.

The booklet in addition to presenting facts about registration also treats the following: personality characteristics of the child which are conducive to a good start in school, a list of good habits, suggestions about clothing, information on communicable diseases, first aid, safety and vaccination, physical and dental record blanks.

Miss Marie Mike, Miss Fannie Haerle, Mrs. Cordellia Kidd, Miss Reba Sisk, and Superintendent Leslie H. Bell prepared the booklet.

## \$350,000 GIFT TO

### WILLIAM JEWELL COLLEGE

A gift of \$350,000 to William Jewell College from W. D. Johnson, Kansas City, for establishment of a new department of religion and philosophy and the erection of a campus activities building was announced in May by Dr. John F. Herget, retiring president of the college.

Dr. H. J. Hester, assistant to the president, was appointed acting president to serve until a successor to Dr. Herget is named.

## PLAYS MAGAZINE OFFERS \$100

### FOR BEST CHILDREN'S PLAY

Plays, The Drama Magazine for Young People, 8 Arlington Street, Boston, Mass., is offering a prize of one hundred dollars for the best one-act play for children.

The contest is open to any resident of the United States, and a contestant may submit as many manuscripts as he pleases. Each manuscript must be the original work of the contestant and hitherto unpublished.

Any type of children's play in one act (fantasy, comedy, biography, patriotic, historical, etc.) is eligible, and the winning play will be selected not only for its dramatic quality, but also for its producibility by children of grammar

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Springfield Teachers Credit Union, Springfield  
O. O. Lahman, Treasurer  
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University Credit Union, Columbia  
R. E. Lucas, Treasurer  
Maplewood School District Credit Union  
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Webster Groves School District Credit Union  
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Missouri State Teachers Association



mar or junior high school age. The editors of **PLAYS** will act as judges.

This contest closes November 1st, 1942, and manuscripts may be submitted any time up until that date.

#### TO TEACH AERONAUTICS

A course in aeronautics, taught by Principal George S. Knight, is being offered this year by the Camdenton High School according to word from Superintendent Harry M. Talbot.

#### NAMED PRESIDENT OF COUNTY TEACHERS

Miss Mary Frances Craighead, teacher Lamar school, was elected president of the Callaway County Community Teachers Association at the August plan meeting.

Other officers elected were: Vice-president, Miss Cerilda Miller, Fulton; and secretary-treasurer, Mrs. Frederick Forsee, teacher at the Garden Prairie school.

#### COOPERATIVE FILM LIBRARY

One thousand twenty-four films were made available for district school use during the past year through the services of the Cape Girardeau sound film library. The library operates under the direction of Dr. H. R. Bolen, professor of biological science, at the Teachers College.

#### ANNOUNCE PLANS FOR \$5,000,000 COLLEGE STUDENT LOAN FUND

Announcement has been made of the establishment of a loan fund of \$5,000,000 authorized by Congress and approved by the President to assist college students in accelerating training for certain war-essential technical and professional fields.

Such financial assistance will permit students to pursue intensive vacationless study which will prepare them as soon as possible to meet the growing need for technicians. Loans were authorized for students in engineering, physics, chemistry, medicine, dentistry, and pharmacy who are within two years of completing their work. The new loan program is an outgrowth of recommendations by the U. S. Office of Education Wartime Commission which conducted studies of the need of accelerated programs in colleges.

#### TEACHERS NEEDED FOR ILLINOIS

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Address: .....

Member N. A. T. A.

#### MILAN TO OFFER TEACHER TRAINING

The Milan high school has been approved to offer teacher-training courses. This is a move to recruit, guide and train those students who desire to enter the profession.

#### ANNUAL REPORT

The Independence public schools under the direction of Superintendent W. E. Matthews has recently issued its first annual report.

The report, which was compiled by assistant superintendent J. N. Hanthorn, in addition to covering the work of the schools for 1941-42, gives a summary of the past years.

#### "SHOW-ME ARTS

A new art publication, **Show-Me Arts**, the official organ of the Art Department of the Missouri State Teachers Association will make its debut in September. Heretofore the Art Department has issued an annual letter and has been working for some time upon the possibility of a more ambitious form in which to send art news and suggestions to the teachers of the state. This new publication according to Anna Dunser, editor, will consist of ten or more pages six inches by nine inches. It will appear quarterly and will be changed to a monthly publication as soon as interest warrants it. The cost is fifty cents a year. Subscriptions may be sent to Miss Mary Kathryn Bryan, 25 Moss Avenue, Liberty, Missouri.

#### PAMPHLETS ON LATIN AMERICA FOR JUVENILE READERS

With the intention of filling a need which has long been recognized by leading educators and government officials, and in response to many requests, the Pan-American Union of Washington, D. C. announces the publication of a series of pamphlets, designed especially to appeal to children.

Written in an interesting and captivating juvenile style by educators versed in the teaching of children, the booklets contain pertinent information about the American Republics, including inspiring accounts of national heroes, descriptions of customs and places of unusual local color, as well as of the Panama Canal and the Pan-American Highway.

In the first series of pamphlets there are ten booklets, each with a distinct title. Two of the booklets are now prepared and ready for distribution—"The Pan American Union" and "The Snake Farm at Butantan, Brazil." At intervals of approximately three weeks two additional pamphlets of the series will be ready for distribution, so that orders may be placed according to the following schedule: "General San Martin," "The Panama Canal," "The Pan American Highway" and "The Guano Islands of Peru," which are now ready for distribution and "Caupolican" and "The Incas" on September 25th; and, "Pizarro" and "Cabeza de Vaca," Oct. 15th.

Each pamphlet sells for five cents, and orders are to be addressed to the Pan American Union at Washington.

#### SCHOOL AND COMMUNITY



**Emergency Positions:** Many vacancies will be reported during the fall months. Those able to accept positions will be well placed. Let us hear from you if available. Register now for fall and second semester positions.

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## THE INDIAN HARVEST

by

E. Irving Couse



**THE ART OF** our South-western Indians has long interested the student and traveler, as have the quaint costumes and ceremonies of these native Americans. E. Irving Couse, distinguished American painter, lived more than half of his lifetime among the tribes of these civilized aborigines and is noted for his subjects depicting their traits and personalities.

His picture "The Indian Harvest" is applicable to Autumn projects in any grade. The warm rich color adds to the effectiveness of the Artext Print now available in the special Missouri series approved for study for 1942-43 by the State Department of Public Schools. Order now the set of twelve great works of Art specially priced and accompanied by complete text and plan for your Art Appreciation or Picture Study Program for the coming school year. See illustrations of the complete group of twelve on page 256 this issue.

Orders for this material and all other supplementary material for carrying out the work of the Courses of Study should be sent to

Missouri State Teachers Association  
**Everett Keith, Secretary**  
Columbia, Missouri

Send for our P. R. C. order blank.

SEPTEMBER, 1942

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## OUR INDIAN HERITAGE

By ROSS

WORK IN GRADES 7 AND 8  
READING CIRCLE NO. 684

## GEOGRAPHIC SCHOOL BULLETINS

The National Geographic Society, of Washington, D. C., announces that publication of its illustrated Geographic School Bulletins for teachers will be resumed early in October.

These bulletins are issued weekly, five bulletins to the weekly set, for thirty weeks of the school year. They embody pertinent facts for classroom use from the stream of geographic information that pours daily into the Society's headquarters from every part of the world. The bulletins are illustrated from the Society's extensive file of geographic photographs.

Each application should be accompanied by twenty-five cents (50 cents in Canada) to cover the mailing cost of the bulletins for the school year.

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# EDITORIAL PAGE

## DEFEAT AMENDMENT 5

AMENDMENT 5, which is to be voted on at the general election November 3, should be defeated. This amendment proposes to earmark annually \$29,000,000, of the general revenue fund for payment of a monthly grant to persons over sixty-five years of age and to pay monthly grants for the aid of dependent children.

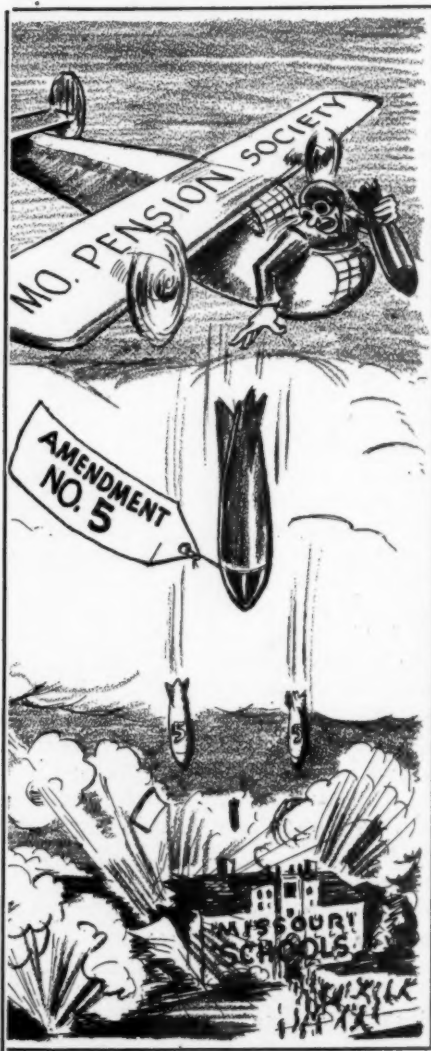
We are for the payment of pensions to people over the age of sixty-five who are incapacitated or without means of support. We

also favor aid to dependent children. However, these payments should not be made at the expense of providing a common education for Missouri's children which would be the result provided Amendment 5 is passed.

In order to get the damaging effects of Amendment 5 before us let us apply its principles of operation to the general revenue fund for 1941. The net receipts into the general revenue fund of Missouri for 1941 amounted to \$51,068,632.04. If \$29,000,000 be deducted, \$22,068,632.04 would remain. If the legislature gave the schools one-third of the remainder, it would amount to \$7,356,210.68. The one-third of the general revenue going into the state school moneys fund for 1941 amounted to \$16,947,081.93. In other words it would mean a 56 per cent reduction in the state school moneys—a loss of \$9,590,871.25.

This reduction of 56 per cent in state aid would mean the closing of many schools and thousands of other schools could only remain open for four or five months' terms.

A vote cast against Amendment Number 5 is a vote to keep schools open. Vote No and see that others vote No on Amendment 5.



# M. S. T. A. GROUP INSURANCE

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A member of the Association under 60 years of age.

*Why \$1.00 Service Fee?*

For a small service fee of \$1.00 a year per policy the Association takes care of all details in mailing notices, collecting premiums, and all other business in connection with the members' insurance.

*Is a Medical Examination Required?*

None for \$1,000, \$2,000, or \$3,000 if you are accepted as a standard risk and are under 45 years of age. Medical information, at the insurance company's expense, is required for \$4,000 or \$5,000.

*Is This Assessment Insurance?*

No! There are no Assessments. Members pay only their own premiums plus the service fee.

*How Old is the Plan?*

Fifteen years.

*What Kind of Insurance is It?*

Life Insurance at low "group rates," paying for death from any cause. It has no cash or loan value.

Amounts Listed Below are Annual Premiums per \$1,000 not including service fee of \$1.00.

Age	Premium	Age	Premium	Age	Premium	Age	Premium
16.....	\$ 4.97	27.....	5.85	38.....	6.82	49.....	12.38
17.....	5.07	28.....	5.88	39.....	7.06	50.....	13.28
18.....	5.15	29.....	5.90	40.....	7.35	51.....	14.28
19.....	5.26	30.....	5.93	41.....	7.68	52.....	15.38
20.....	5.37	31.....	5.95	42.....	8.08	53.....	16.59
21.....	5.47	32.....	5.98	43.....	8.49	54.....	17.93
22.....	5.58	33.....	6.06	44.....	8.99	55.....	19.37
23.....	5.64	34.....	6.15	45.....	9.52	56.....	20.97
24.....	5.71	35.....	6.26	46.....	10.12	57.....	22.70
25.....	5.77	36.....	6.42	47.....	10.80	58.....	24.58
26.....	5.81	37.....	6.61	48.....	11.54	59.....	26.62

Rates are available for other age groups.

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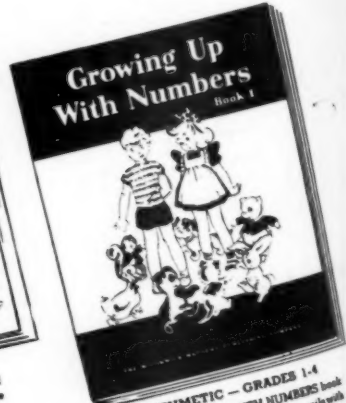
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